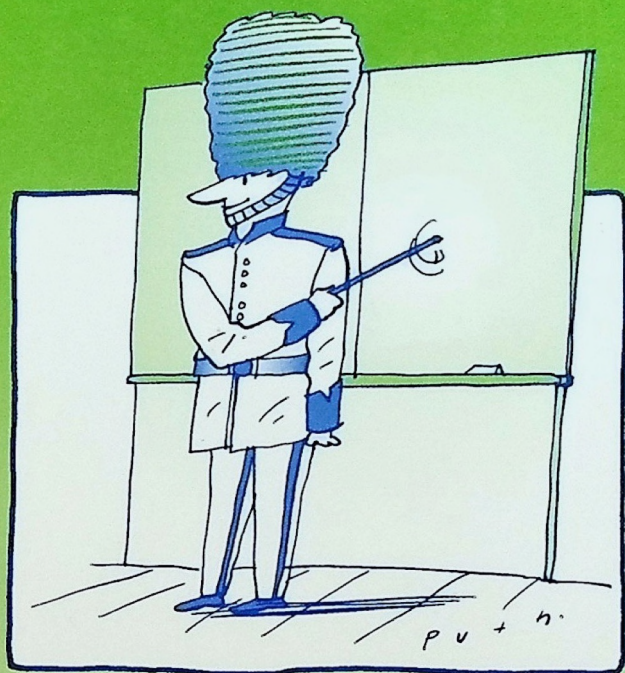


David Clarke / Peter Oldham
Ingrid Preedy



Die 2. Fundgrube für den Englisch-Unterricht

Das neue Nachschlagewerk
für jeden Tag

Cornelsen
SCRIPTOR

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Inhaltsverzeichnis

1. A Joke a Day	11
1. Wh-questions – 2. Present simple – 3. Present continuous –	
4. Past simple – 5. Past continuous – 6. Present perfect –	
7. Present perfect continuous – 8. Future – 9. Past perfect –	
10. Conditionals – 11. Modals – 12. ing-forms – 13. Relatives –	
14. Passive – 15. Reflexives – 16. Reported speech –	
17. Adjectives and adverbs	
2. Games and Puzzles	26
<i>Games</i>	26
1. Your school bag in alphabetical order – 2. Football – 3. Der	
große Preis – 4. Kids in the corner – 5. Trivial Pursuit – 6. Adding	
a letter – 7. Spelling bee – 8. The same or opposite? – 9. Chinese	
Whispers – 10. Maths in the English lesson – 11. More maths	
in the English lesson – 12. Spaghetti – 13. Town, country, river –	
14. Battleships – 15. Missing words – 16. The little green men –	
17. Who am I? – 18. Kim's game – 19. Blind man's picture – 20. One	
letter – lots of words – 21. Seasons run – 22. Montagsmaler	
<i>Puzzles</i>	39
1. Picture puzzle – 2. Domino – 3. Pyramids – 4. Football puzzle	
3. Für das Poesiealbum	41
Verses	41
Proverbs	45
Tongue twisters	47
4. Activities at Christmas	49
1. Jokes at Christmas	49
2. Christmas around the world	51
America – Australia	
3. Christmas puzzles and games	52
Letters to Santa – A Christmas lettersquare – Christmas quiz –	
Muddled Christmas words	
4. Christmas poems	54
A visit from Saint Nicholas – Christmas in two lands – Christmas	
Stocking – The Father Christmas on the Cake – Snowflake	
5. A play at Christmas	57
6. A Christmas story	63

5. Aktuelle Fragen zur Landeskunde	66
<i>Wissenswertes über Großbritannien und Nordirland</i>	<i>66</i>
1. How democratic is Britain? – 2. What advantages does the British political system have? – 3. Why are members of the Conservative Party sometimes called “Tories”? – 4. What other political parties are there in the United Kingdom? – 5. What are “Eurosceptics”? – 6. Is the British government doing its best to solve the problem of Northern Ireland? – 7. How popular is the Royal Family in Britain? – 8. What are the differences between Scotland and England? – 9. What's the difference between the whisky made in Scotland and that made in other countries? – 10. Might Scotland leave the United Kingdom? – 11. I've seen snooker on television. What are the rules?	
 <i>Wissenswertes über die USA</i>	 84
1. Are “British gallons” and “US gallons” the same? – 2. How big is the USA compared with Germany? – 3. Is it true that America has only got two public holidays? – 4. Is it true that German nearly became the official language of the USA? – 5. Is it true that Lincoln was willing to accept slavery? – 6. Is the Democratic Party the American equivalent of the German SPD and Britain's “New Labour Party”? – 7. Are “positive discrimination” and “affirmative action” the same thing? – 8. Is America a melting pot or a salad bowl? – 9. What are “primaries”? – 10. What are the regions of the USA? – 11. What is a “ZIP code”? – 12. What does New York's nickname “The Big Apple” mean? – 13. Where does the name “dollar” come from? – 14. Why are dollars sometimes called “bucks”? – 15. What is the origin of the dollar sign (\$) – 16. Where does the name “America” come from? – 17. Who discovered America? – 18. Why do Americans sometimes drink from cans or bottles in brown paper bags? – 19. What does “GOP” stand for? – 20. Is it true that Henry Ford said “History is bunk”? – 21. Why are the southern states of the USA often called “Dixie” in popular usage? – 22. Americans are often accused of “ruining the English language” by misusing such words as “gay”. Is this fair? – 23. What does the expression “64 thousand dollar question” mean? – 24. Is it true that Washington's famous Smithsonian Institute was founded by an Englishman who never even visited America? – 25. Why is the USA often called “Uncle Sam”, and who was “Uncle Sam”? – 26. Where does the nickname “Yankee” come from, and whom does it apply to? – 27. Why do the Americans call the British “Limeys” and the Germans “Krauts”?	

<i>Wissenswertes über Australien und Neuseeland</i>	113
1. Some basic facts about Australia – 2. Some basic facts about New Zealand – 3. Are there time-zones in Australia as in other large countries? – 4. Do boomerangs really return to the thrower? – 5. Do the Australians and New Zealanders drive on the left, as in Britain? – 6. How do you write Australian and New Zealand addresses? – 7. How important is the “School of the Air” in modern Australia? – 8. How strong is the republican movement in Australia and New Zealand? – 9. Is there a lot of antipathy between Australians and New Zealanders? – 10. Is it true that Australia took an active part in the Vietnam War? – 11. Is it true that myxomatosis was imported into Australia to kill the rabbits? – 12. Is there such a thing as Australian English or New Zealand English? – 13. Where the original settlers in Australia all dangerous criminals? – 14. What are the Australian and New Zealand public holidays? – 15. What is the meaning behind the flags of Australia and New Zealand? – 16. What is the situation of the Aborigines and the Maoris today? – 17. Why do Australians call the British “Poms”?	
6. Weitere Fragen zur englischen Sprache	141
1. Was sind die Unterschiede zwischen amerikanischem Englisch und britischem Englisch?	141
2. Woher kommt das Wort “...”?	147
3. Was ist der Unterschied zwischen “...” und “...”?	148
4. Was ist das politisch korrekte Wort in Englisch für “...”?	150
5. Was ist der Unterschied zwischen einem “pub” und einem “inn”?	152
6. Was ist richtig: “a hotel” oder “an hotel”?	152
7. Was ist richtig: “I lay ...” oder “I laid ...”?	152
8. Was ist richtig: “my friend and I” oder “my friend and me”? . .	152
9. Darf man in Englisch noch geschlechtsspezifische Berufsbezeichnungen verwenden?	153
10. Wie kann man die geschlechtsspezifischen Personalpronomen vermeiden?	153
11. Was ist besser: “bike” oder “bicycle”?	154
7. Weitere Übungsbausteine für die Sekundarstufe I	155
<i>Lernjahr 1/2: Grammatik</i>	156
1. Pronouns – 2. Present progressive – 3. Simple present – 4. A trip to York – 5. The present perfect – 6. Adjective – adverb	

<i>Lernjahr 1/2: Wortschatz</i>	162
1. Parts of the body – 2. Word fields – 3. Compound nouns –	
4. A trip to Aberdeen – 5. Anybody and nobody – 6. A letter puzzle	
<i>Lernjahr 1/2: Textaufgaben</i>	165
1. Two letters – 2. A new flat	
<i>Lernjahr 3/4: Grammatik</i>	168
1. Mixed tenses – 2. That's not your English book. It's mine –	
3. Relative pronouns – 4. More relative pronouns – 5. Active to	
passive – 6. More passive sentences – 7. Questions, question tags	
and answers – 8. Mixed tenses – 9. Past simple or past continuous? –	
10. Past simple or present perfect?	
<i>Lernjahr 3/4: Wortschatz</i>	176
1. Find the opposites – 2. Words of similar meaning –	
3. We need a ...	
<i>Lernjahr 3/4: Textaufgaben</i>	178
1. John – 2. Ozone	
<i>Lernjahr 5/6: Wortschatz</i>	180
1. Opposites – 2. Verb forms – 3. Books, books, books	
<i>Lernjahr 5/6: Grammatik</i>	181
1. What would happen if ...? – 2. Connectors – 3. Passives –	
4. Question tags – 5. Modals – 6. Gerund or infinitive? – 7. Mixed	
tenses – 8. Indirect speech – 9. Past simple or past progressive? –	
10. Present perfect or past simple? – 11. Future: will or going to?	
<i>Lernjahr 5/6: Textaufgaben</i>	190
1. A problem of communication	
 8. Übungsbausteine für die Oberstufe	192
<i>A. Prüfungsfertigkeiten</i>	192
1. Expanding headlines – 2. Summarising – 3. Using the question to	
start the answer – 4. Finding verb synonyms – 5. Human characteri-	
stics: Finding antonyms – 6. Talking about texts: Definitions –	
7. Dealing with unknown words	
<i>B. Wortschatzübungen</i>	203
1. Word families – 2. Collocations – 3. False friends – 4. Confusibles –	
5. Preferred words – 6. Phrasal verbs – 7. Verb + preposition and	
noun + preposition combinations – 8. Common prepositional	
idioms – 9. Verb + infinitive or verb + -ing-form? – 10. Watch the	
spelling! – 11. Using commas	

9. Musterbriefe und -reden zum Thema Schulpartnerschaften	224
Englische Entsprechungen für deutsche Schulterminologie	224
Musterbriefe	225
Musterreden	233
10. Deutschland auf englisch	236
1. <i>Aktuelle Angelegenheiten – current concerns</i>	238
Ausländerfeindlichkeit – Neonazismus – Panikmacherei – Umweltbewußtsein	
2. <i>Alltagsleben – everyday life</i>	241
Anrede – Ausschankzeiten – Deutsche Häuser – Feiertage – Gastarbeiter – Karneval – Ladenschlußzeiten – Deutsche Regionalküche – Speisenamen – Urlaub und Auslandsreisen	
3. <i>Politik und Wirtschaft – politics and the economy</i>	259
Die deutsche Rolle in der EU – Europäische Währung – Hauptstadt Berlin – Kosten der Wiedervereinigung – Politische Parteien – Staatsbürgerschaft	
4. <i>Schule und Bildung – schools and education</i>	265
Halbtagschule – Staatliche versus private Schulen – Leistungs- messung – Berufsbildung	
11. Nützliche Informationen für Klassenfahrten nach Großbritannien	270
1. Ankunft – 2. Einkaufen – 3. Pubs – 4. Telefonieren – 5. Hilfe- leistung – 6. Eine Klassenfahrt nach London – 7. Weitere nützliche Adressen	
Stichwortverzeichnis	283

Vorwort

Als die ursprüngliche *Fundgrube für den Englisch-Unterricht* 1990 erschien, waren wir von ihrem sofortigen Erfolg überrascht. Mittlerweile liegt das Buch in der 6. Auflage vor und findet immer noch erfreulich viel Resonanz. Der Verlag hat das Konzept der *Englisch-Fundgrube* – das damals "on the run" entwickelt wurde – inzwischen auf andere Fächer mit vergleichbarem Erfolg übertragen. Die Frage ist: warum?

Im Vorwort zur ersten *Fundgrube* stehen zwei Sätze, die offensichtlich zutreffend sind: *Sie (Die Fundgrube) ist kein theoretisches Werk. Und: Die Fundgrube ist eine praktische und ... realitätsnahe Hilfe für den Schulalltag.* Zahlreiche Leserbriefe an den Verlag und die Autoren zeigen, daß die Praxisnähe und die vielfältigen Einsatzmöglichkeiten der *Fundgrube* das Geheimnis ihres Erfolgs sind. Daher wird das bewährte Konzept auch im zweiten Band unverändert fortgesetzt.

Viele aus dem ersten Band bekannte Kapitel – zum Beispiel *A Joke a Day, Games and Puzzles, Für das Poestalbum* und *Activities at Christmas* –, finden sich mit völligen neuem Inhalt auch hier.

Bei anderen Kapiteln – zum Beispiel *Musterbriefe und -reden zum Thema Schulpartnerschaften* und *Nützliche Informationen für Klassenfahrten nach Großbritannien* – haben wir Vorschläge aus der Praxis aufgegriffen. Die beiden Kapitel *Übungsbausteine für die Oberstufe* und *Deutschland auf englisch* gehen ebenfalls auf "Anregungen von auswärts" zurück. *Aktuelle Fragen zur Landeskunde* wurde erweitert um Informationen über die USA, Australien und Neuseeland, was viele sicherlich begrüßen werden.

Wir haben versucht, den zweiten Band noch benutzerfreundlicher zu gestalten. Diesem Ziel dient in erster Linie eine neue Struktur von Inhalts- und Stichwortverzeichnis. Das Inhaltsverzeichnis ist erheblich detaillierter geworden: Auf den ersten Blick erkennt man die angebotenen *Übungsbausteine für Lernjahr 1/2*, und was sich unter *Weitere Fragen zur englischen Sprache* verbirgt. So entfällt lästiges Blättern im Buch oder die Notwendigkeit, sofort im Stichwortverzeichnis nachschlagen zu müssen. Sie benötigen das Stichwortverzeichnis nur dann, wenn Sie mögliche Querverbindungen und Teilaspekte ausfindig machen wollen.

Der Einsatz der neuen *Fundgrube* im Unterricht wird auch durch noch großzügigere Wortschatzhilfen zusätzlich erleichtert.

Wir, die Autoren, die Berater und der Verlag – wünschen Ihnen genauso viel Spaß mit dieser *Fundgrube* wie mit dem ersten Band. Für Kritik und Anregungen zur Verbesserung sind wir – wie immer – sehr dankbar.

Die Autoren, die Berater und der Verlag

1. A Joke a Day

Jeder Lehrer hat manchmal Schwierigkeiten, die Stunde lebendig und originell zu beginnen. Wir wollen nicht immer mit Fragen nach dem Wetter, Datum, dem letzten Wochenende oder einem aktuellen Ereignis anfangen. Ein Witz zum Unterrichtsbeginn kann die Stimmung in der Klasse auflockern. Auch grammatikalische Probleme lassen sich in spielerischer Form aufgreifen und vertiefen.

Ein Wort zur Erzähltechnik: Obwohl wir versucht haben, schwierige Wortspiele weitestgehend zu vermeiden, gibt es natürlich einige unbekannte Vokabeln. Solche Vokabeln sollten vorweg erklärt werden, nie während des Erzählens oder am Ende. Am besten schreibt man die betreffenden Vokabeln an die Tafel und gibt die deutsche Erklärung. Bei den *riddles* empfiehlt es sich, den Frageteil an die Tafel zu schreiben.

Weitere Witze finden Sie in Kapitel 4, und zwar Weihnachts- bzw. Winterwitze.

1. Wh-questions

1. What famous detective loves bubble baths?
– Sherlock Foam.
2. Where do sheep go on holidays?
– To the Ba-haa-maas.
3. What's big and hairy and flies to America?
– King Kongcord.
4. *Mabel*: I'm glad I don't live in Germany.
Ann: Why's that?
Mable: I can't speak German.
5. *Teacher*: Who can tell me where the Andes are?
Jimmy: At the end of my armies.
6. *Teacher*: Where did Napoleon keep his armies?
Jimmy: Up his sleevies.

7. How do you greet a German barber?
– Good morning, Herr Dresser.
8. What do Germans eat in a Chinese restaurant?
– Sweet and sour-kraut.
9. Why do firemen wear red belts?
– To keep their trousers up.
10. What begins with the letter “P” and has hundreds of letters?
– The postman.
11. When do spare parts for Japanese cars fall out of the sky?
– When it's raining Datsun cogs.
12. *Teacher:* Jimmy, can you name four animals of the cat family?
Jimmy: Mother cat, father cat and two kittens.
13. *Teacher:* Jimmy, where were oranges first found?
Jimmy: On a tree, sir.
14. *Teacher:* Jimmy, who found America?
Jimmy: I didn't even know that it was lost, sir.
15. *Teacher:* Well, Jimmy. How do you like school?
Jimmy: Closed.
16. *Teacher:* Why do we sometimes call the Middle Ages the Dark Ages?
Jimmy: Because they had so many knights.
17. *Teacher:* Jimmy, how can you prove that the world is round?
Jimmy: I never said that it was.
18. *Teacher:* Why did your father lose his job, Jimmy?
Jimmy: Illness.
Teacher: Anything serious?
Jimmy: Yes. His boss got sick of him.
19. *Teacher:* Jimmy, what is water?
Jimmy: Water is a colourless liquid which turns black when I put my hands into it.
20. *Farmer:* I've got a pig with no nose.
Friend: How does it smell?
Farmer: Terrible.

-
21. *Jimmy*: Why does it rain, Dad?
Father: To make the grass grow.
Jimmy: Well, why does it rain on the pavement?
22. What did the eskimo call her cow?
– Eskimoo.
23. Where do sick alsatians go?
– To the dogtor.
24. Where do American cows live?
– In Moo York.
25. Where does a six-ton gorilla sit?
– Anywhere it likes.
26. Where do sharks go on holiday?
– Finland.
27. What does a buffalo say when her son leaves?
– Bi-son.
28. How do you know there's an elephant under your bed?
– Your nose touches the ceiling.
29. *Jimmy*: What's yellow, has big teeth and lives in the refrigerator?
Tom: I don't know.
Jimmy: Butter. I lied about the teeth.
30. *Tommy*: Why is a pea small and green?
Jimmy: If it was big and red it would be a fire engine.
31. *Tommy*: What's black and white and has eight wheels?
Jimmy: A penguin on a skateboard.
32. What do you need to know before you become a lion tamer?
– A little more than the lions.
33. *Cat*: There were two mice in the airing cupboard. Which one was in the army?
Dog: I don't know. Which one was in the army?
Cat: The one near the tank.

34. *Cat*: There were two mice in the airing cupboard. Which one was Scottish?
Dog: I don't know. Which one was Scottish?
Cat: The one on the pipes.
35. What goes woof, tick, woof, tick, woof, tick?
– A watch dog.
36. What type of dog goes into a corner every time a bell rings?
– A boxer.
37. What wears a coat all winter and pants all summer?
– A dog.

2. Present simple

1. *Jones*: I notice that your neighbour doesn't let his chicken run loose any more. Why's that?
Smith: Well, I hid six eggs under a bush the other night. The next day I made sure that he saw me collect them.
2. *Tom*: How do fishermen make their nets?
Jimmy: That's easy. They just take a lot of holes and sew them together.
3. How do chickens dance?
– Chick to chick.
4. *Diner*: You've got your finger in my soup.
Waiter: Don't worry, sir. It's not hot.
5. *Diner*: Why have you got your thumb on my steak?
Waiter: I don't want it to fall off the plate again.
6. *Diner*: Is there tomato soup on the menu?
Waiter: There was, but I wiped it off.
7. *Jimmy*: I'd like 100 grams of bird seed.
Pet shop owner: How many birds have you got?
Jimmy: None right now, but I want to grow some.
8. A man came into a police station and complained.
"I've got three brothers – we all live together in one room. One of my brothers has got six cats, another has got five dogs, and the other has

got a goat. The smell is terrible. Can you do something about it?"
"Well, why don't you just open the windows?" asked the policeman.
"What? And lose all my pigeons?"

9. *Tourist*: Whose skull is that?

Tired guide: That, sir, is the skull of Julius Caesar.

Tourist: And whose is that small one beside it?

Guide: That, sir, is the skull of Julius Caesar when he was a small boy.

10. *Mavis*: Does your cat have fleas?

Jimmy: Don't be silly, cats don't have fleas – they have kittens.

11. *Patient*: I've got a bad pain in my right foot.

Doctor: Don't worry about it. It's just old age.

Patient: But I don't have a pain in my left leg and it's just as old.

3. Present continuous

1. *Mother*: Why is your little brother crying?

Jimmy: Because I won't give him my piece of cake.

Mother: Is his piece gone?

Jimmy: Yes, and he cried when I ate that, too.

2. *Robber*: Your money or your life!

Bill: (silence)

Robber: Come on, your money or your life?

Bill: Don't rush me. I'm thinking about it.

3. A beginner at the stables was trying to saddle a horse.

"Excuse me", said an experienced rider, "but you're putting the saddle on backwards."

"How do you know?" snapped the beginner. "You don't know which way I'm going."

4. Little Diana was standing in front of the mirror with her eyes closed.

"Why are you standing there with your eyes closed?" asked her mother.

"So that I can see what I look like when I'm sleeping", she replied.

5. *Policeman*: Here – why are you trying to cross the road at this dangerous place? There's a zebra crossing just a few yards up the road.

Jimmy: Well, I hope he's having better luck than I am.

4. Past simple

1. *Teacher:* Jimmy, I hope I didn't see you looking at someone else's paper.
Jimmy: I hope so, too.
2. A schoolboy took a book out of the library. The cover read, "How to Hug". He discovered to his disappointment that it was Volume 7 of the Encyclopaedia.
3. *Father:* Who gave you that black eye?
Jimmy: Nobody gave it to me. I had to fight for it.
4. *Piano tuner:* I've come to tune your piano.
Lady: But we didn't send for you.
Piano tuner: No, but your neighbours did.
5. A man bought a grandfather clock from an antique shop. In the street he put it over his shoulder, and as he did so, knocked over an old lady. "Idiot", she yelled. "Why can't you wear a wristwatch like the rest of us?"
6. *Frank:* Four men fell into the sea but only one of them got his hair wet.
Jimmy: How was that?
Frank: The other three were bald.
7. In the attic Jimmy found an old bible. When he opened it a large pressed leaf fell out.
"Aha", he said, "Adam must have left his clothes here."
8. "How did you get a flat tyre?"
"I ran over a bottle of milk."
"Didn't you see it?"
"No – the kid had it hidden under his coat."
9. I stayed on a farm and one day a chicken died so we had roast chicken. The next day a pig died so we had pork chops. The following day a cow died so we had roast beef. Then the farmer died so I left.
10. *Student:* Did you say that you learnt to play the violin in six easy lessons?
Master: That's right. It was the seven hundred that came after that were the hard ones.

11. *Mother*: Did you fall in the mud with your clean trousers on?
Jimmy: Yes, Mum. I didn't have time to take them off.
12. *Fanny (shaking her husband)*: Manny, I heard a mouse squeak.
Manny: What do you want me to do – oil it?

5. Past continuous

1. Young Tom was raking leaves with his father who was telling him how the fairies turned the leaves brown. He looked up pityingly at his father. "Haven't you ever heard of photosynthesis?" he asked.
2. Father was showing Jimmy the family album and came across a picture of himself and his wife on their wedding day. "Was that the day that Mum came to work for us?" Jimmy asked.
3. Last night I dreamt I was talking to the world's cleverest person. Oh, really. What did I say?
4. Two Indians were watching distant smoke signals. When they were finished, one Indian turned to the other and said "We have to do something about Little Big Horse. His spelling is terrible."

6. Present perfect

1. *Jimmy*: I've changed my mind.
Teacher: Thank goodness. Does the new one work any better?
2. *Jimmy*: I've lost my dog.
Tommy: Well, why don't you put an ad in the paper?
Jimmy: Don't be silly. My dog can't read.
3. *Teacher*: Have you read the bible, Jimmy?
Jimmy: No, I'm waiting for the film.
4. A ship carrying a load of yoyos has hit an iceberg. It sank 46 times.
5. *Diner*: Waiter, waiter, this lobster's only got one claw.
Waiter: It has been in a fight, sir.
Diner: Well, bring me the winner!

6. *Teacher:* Jimmy, this the fifth day this week that you've had to stay in after school. What have you got to say for yourself?
Jimmy: I'm very glad that it's Friday.
7. *New husband:* Just think, darling – we've been married for twenty-four hours!
New wife: Yes, darling, and it feels like only yesterday.
8. *Husband:* I've just found oil.
Wife: Wonderful. Now we can get a new car.
Husband: We'd better get the old one fixed first – that's where the oil's coming from.
9. *Mrs Brown:* I see that you and your husband have started to learn French.
Mrs Simpson: We've adopted a French baby, and we want to be able to understand him as soon as he learns to talk.
10. *Mother:* I've told you a million times not to exaggerate.
11. *Mother:* Jimmy, give the goldfish some fresh water.
Jimmy: But they haven't drunk the last lot yet.

7. Present perfect continuous

1. *Proud mother:* My Jimmy is a year old now, and he's been walking since he was eight months old.
Bored visitor: Really? He must be awfully tired.
2. "What have you been doing?"
"I've been making the chicken soup."
"Good, I thought that it was for me."
3. "I think Grandma needs new glasses."
"What makes you say that?"
"She has been watching two pairs of father's trousers going around in the washing machine – and thinks she's watching a wrestling match on the TV."

8. Future

1. *Doris*: Now that we're engaged, I hope you'll give me a ring.
Jimmy: Of course, what's your number?
2. *Diner*: How long will my sausages be?
Waiter: About eight centimetres, sir.
3. *Judge*: I will give you a short sentence.
Prisoner: Thank you, Your Honour.
Judge: Ten years.
Prisoner: But that isn't a short sentence.
Judge: Yes, it is – two words.
4. *Adam*: And I will call that animal over there a rhinoceros.
Eve: But why call it that?
Adam: Because it looks like a rhinoceros, stupid.
5. *Robber*: Will you give me your money or shall I shoot you?
Ben: Shoot me. I need my money for my old age.
6. A lady went to buy some wool to knit a pullover for her dog.
"Perhaps you'd better bring him in", said the sales assistant, "then I can see how much wool you will need."
"Oh, no", said the customer, "it's going to be a surprise!"
7. *Husband (phoning his wife from the office)*: I've got two tickets for the ballet.
Wife: Oh, lovely, I'll start getting ready.
Husband: Yes, do – the tickets are for tomorrow night.
8. *Mother*: Eat your spinach, Jimmy. It will put some colour in your cheeks.
Jimmy: Who wants green cheeks?
9. *Jimmy*: When I'm older, I'm going to buy a farm two kilometres long and one centimetre wide.
Tom: What will you grow on a farm that size?
Jimmy: Spaghetti.
10. *Angry man*: I'll teach you to throw stones at my greenhouse.
Jimmy: I wish you would. I keep missing.

9. Past perfect

1. Jimmy was telling Charlie about his holiday in Switzerland. His friend had never been there and asked, "What did you think of the scenery?" "Oh, I couldn't see much", Harry told him. "There were so many mountains in the way."
2. A man was about to go on an escalator in a shop when he saw a notice: "Dogs must be carried on this escalator." By the time he had found a dog, the shop was closed.

10. Conditionals

1. What happens if you throw a green stone into the Red Sea?
– It gets wet.
2. If a man was born in Germany, lived in America and died in Japan, where would he be buried?
– In the ground.
3. After a long and hot three hour journey a man and his wife finally got to the airport. They were on their way to a holiday in Hawaii.
"It would have been better if we had brought the piano with us", said the man.
"Why is that?" asked his wife.
"Because the plane tickets are on it", he said.
4. *Teacher:* Now, Jimmy, how many fingers have you got?
Jimmy: Ten.
Teacher: Right. Now if you lost four of them in an accident, what would you have?
Jimmy: No more piano lessons.
5. *Teacher:* Yes, Jimmy, what is it?
Jimmy: I don't want to worry you, Miss Smith, but my dad said that if I didn't get better marks, somebody was going to have big problems.
6. A very fat lady sitting on the bus noticed three elderly ladies standing. Turning to the man next to her, she said, "If you were a gentleman, you would get up and let one of those ladies sit down."
"If you were a lady", he replied, "you would get up and let all three of them sit down."

7. *Jimmy*: You dance beautifully.
Jean: I wish I could say the same thing about you.
Jimmy: You could if you were as big a liar as I am.
8. *Jackie*: I wouldn't marry you if you were the last person on the earth.
Ron: If I were, you wouldn't be here.
9. *Patient*: Doctor, you remember last year you told me to stay away from dampness if I wanted my rheumatism to get better?
Doctor: Yes.
Patient: Well, it's better: is it all right if I take a bath now?
10. *Aunt*: Well, Jimmy, if there were only two pieces of cake left – a large piece and a small piece, which piece would you give to your brother?
Jimmy: Do you mean my big brother or my small one?
11. The trumpet player had been playing all day, when there was a knock on the door.
"I live next door to you", the visitor explained. "Do you know I work all night?"
"No", said the trumpet player. "But if you hum a few bars, I'll get the melody."
12. *Tom*: Is it really bad luck to have a black cat following you?
Jimmy: It depends if you're a man or a mouse.
13. If a red house is made of red bricks, what is a green house made of?
– Glass.
14. What do you do if you find a crocodile sleeping in your bed?
– Sleep somewhere else.

11. Modals

1. *Teacher*: Jimmy, say a sentence starting with "I".
Jimmy: "I is ..."
Teacher: No, Jimmy. You must say "I am".
Jimmy: All right. "I am the ninth letter of the alphabet."
2. *Girl (standing in the middle of a busy road)*: Officer, can you tell me the quickest way to the hospital?
Policeman: Just stay where you are.

3. *Young fisherman:* Is this a good river for fish?
Old fisherman: It must be – I can't get any of them to come out.
4. *Jimmy:* Dad, would you do my homework for me?
Dad: No, son. It wouldn't be right.
Jimmy: Well, at least you could try.
5. *Doctor:* You need glasses.
Patient: How can you tell?
Doctor: I knew as soon as you came in through the window.
6. This morning I had to get up and answer the phone in my pyjamas.
– What a funny place to keep a phone.
7. *Teacher:* Jimmy, can you tell me how fast light travels?
Jimmy: I don't know, but it always gets here too early in the morning.
8. *Jimmy:* What do you call a teacher with a banana in each ear?
Tommy: I don't know.
Jimmy: Anything you like. He can't hear you.
9. *Teacher:* Which is nearer – America or the moon?
Jimmy: The moon. You can't see America.
10. *Teacher:* Can you tell me where elephants are found?
Jimmy: Well, elephants are so big they are hardly ever lost.
11. Dolphins are so clever that within a few weeks of captivity they can train a man to stand at the side of their pool and throw fish three times a day.
12. *Postman:* I have a parcel here, but the name on it is obliterated.
Jackson: Can't be for me, then. My name is Jackson.
13. *Waiter:* We have almost everything on the menu.
Diner: So I see. Would you bring me a clean one, please?
14. *Waiter:* Yes, sir. You can have anything you see on the menu.
Diner: Well, how about dirty fingermarks, grease stains and gravy – in that order?

12. ing-forms

1. Dad, I don't want to go to Australia.
– Shut up and keep digging.
2. *Teacher*: This is your first week at school. How do you like going to school?
Jimmy: I like going and I like coming back. It's the bit in between that I don't like.
3. *Brown*: I stopped my son from biting his nails.
Green: Oh, how did you do that?
Brown: I knocked all his teeth out.
4. The visitor stared in amazement at the child knocking nails into the posh Scandinavian furniture.
He turned to his host. "Don't you find it expensive to let your son play games like that?"
"Not really", replied the host. "I get the nails wholesale."
5. *Grandma*: I like going to bed and getting up with the chickens, don't you?
Jimmy: No, I like sleeping alone in my own bed.
6. *Mother*: Jimmy, it's rude to keep stretching across the table for the cake. Haven't you got a tongue?
Jimmy: Yes, but my arm's longer.
7. *Man*: My dog has no tail.
Friend: Then how do you know when he's happy?
Man: Oh, he stops biting me.
8. *Smith*: I saw you working in your garden all morning. What are you growing?
Jones: Tired.
9. Visiting the modern art museum, a lady turned to an attendant standing nearby.
"This", she said, "I suppose is one of those terrible representations you call modern art."
"No, madam", replied the attendant. "That one's called a mirror."
10. *Patient*: I keep thinking that I'm a spider.
Doctor: Well, come down off the ceiling and let me examine you.
11. A tramp knocking on the door of a house begged for something to eat.
"Do you mind eating yesterday's soup?" asked the lady.
"Not at all", said the tramp.
"Good", said the lady. "In that case, come back tomorrow."

12. *Patient:* Doctor, doctor! People keep ignoring me.
Doctor: Next!

13. Relatives

1. What animal with two humps is found at the North Pole?
– A camel which has lost its way.
2. *Teacher:* The essay (that) you wrote on MY DOG is exactly the same as your brother's.
Jimmy: Yes, I know. It's the same dog.

14. Passive

1. A woman was driving the wrong way down a one-way street and was stopped by a policeman.
"Didn't you see the arrows?" he asked
"Arrows? I didn't even see the Indians", she said.
2. *Old sailor:* I once had a parrot for five years and it never said a word.
Young sailor: What was the matter?
Old sailor: It was stuffed.
3. *Office manager:* Look at all the dust on this desk. It looks as if it hasn't been cleaned for a month and a half.
Cleaning lady: Well, don't blame me. I've only been here a week.
4. *Lady:* Can this woollen coat be worn in wet weather?
Assistant: Well, have you ever seen a sheep with an umbrella?
5. *Visitor to farm:* Do you know how long cows should be milked?
Jimmy: As long as short ones.
6. The bus was crowded and as one more man tried to get on, the passengers wouldn't let him.
"It's too crowded", they shouted. "Who do you think you are?"
"I'm the driver", he shouted.
7. *Diner:* This egg is bad. When was it laid?
Waiter: I don't know, sir. I only laid the table.

15. Reflexives

Post office clerk: Here's your twenty pence stamp.

Shopper (with arms full of parcels): Do I have to stick it on myself?

Clerk: No, Madam, on the envelope.

16. Reported speech

Jimmy's mother was worried about her neighbour's health.

"Jimmy", she said, "Run and ask how old Mrs Jones is."

Soon Jimmy was back. "Mrs Jones was very angry", he said. "She said it was none of your business how old she is."

17. Adjectives and adverbs

1. LOST DOG

Black and white, three legs, ear missing, blind in one eye, eight teeth missing, bushy tail, answers to the name of Lucky.

2. What's the difference between a very small elephant and a very big mouse?

– About 2,000 pounds.

3. *Jimmy:* I can jump higher than that house.

Tommy: Can you?

Jimmy: Yes, the house can't jump.

4. What's the smelliest game?

– Ping pong.

5. What's the quickest way to get to the station?

– Run.

6. *Patient:* I've got an invisible sickness.

Doctor: I'm afraid I can't see you.

7. *1st thief:* Quick – the police are coming – jump out of the window!

2nd thief: But we're on the thirteenth floor.

1st thief: This is no time to be superstitious.

8. What ring is square?

– A boxing ring.

2. Games and Puzzles

Leider werden Sprachspiele, Wettbewerbe und Puzzles oft nur als *time filler* betrachtet, die am Ende der Stunde oder des Halbjahres verwendet werden. Damit wird ein motivierendes methodisches Mittel zu Unrecht heruntergestuft. Vor allem im Bereich der Vokabelfestigung, der Aussprache, der Rechtschreibung und des Umgangs mit Zahlen können Sprachspiele zu einem echten Lernerfolg beitragen.

Wie bei allen Klassenzimmeraktivitäten ist es auch bei Spielen wichtig, den Grundsatz "wenig, aber häufig" zu beachten. Viel wirksamer als ein- oder zweimal im Jahr eine ganze Stunde mit Spielen auszufüllen ist es, Spiele als ein regelmäßiges Element in den Unterricht zu integrieren. Mit wenigen Ausnahmen benötigen die hier angeregten Spiele nur wenig Aufwand und Zeit – zehn Minuten sollte als äußerste Grenze gesehen werden. Mit dem Wort *game* meinen wir Spiele, die in der Lerngruppe weitgehend mündlich gemacht werden, zum Teil mit Hilfe der Tafel. Ein *puzzle* sehen wir dagegen als eine schriftliche Übungsform, z. B. ein *lettersquare*. Die *games* und *puzzles* sind vollständig ausgearbeitet. Wir beschreiben zunächst den Spielverlauf, geben dann Beispiele, Tips für Variationen, Wortmaterial und – wo nötig – Lösungen an. Bei den Puzzles finden Sie keine vorgefertigten, sondern Anregungen, wie Sie Ihre eigenen Puzzles basteln können.

Kommunikationsspiele im Sinne der situativ ausgerichteten Anwendung mündlicher Sprachmittel kommen weniger häufig vor. Das hat folgende Gründe: Erstens sollen die Spiele alle Schüler – auch die lernschwächeren – ansprechen. Bei kommunikativen Situationsspielen bleibt gerade diese Schülergruppe häufig stumm und unbeteiligt. Zweitens sind solche freien Übungen in den Lehrwerken großzügig vertreten. Viele uns bekannte Kollegen, besonders die von lernschwächeren Gruppen, verzichten deshalb eher auf diese Übungen.

Games

1. Your school bag in alphabetical order

Lernjahr 1

Beschreibung: Die Schüler sollen bei diesem Spiel so schnell wie möglich (Wettkampfcharakter) den Inhalt ihrer Schultasche in alphabetischer Reihenfolge auf den Tisch reihen.

Verfahren: Führen Sie zuerst mit der Klasse ein *brainstorming* an der Tafel durch, damit viele Fragen bereits im Vorfeld geklärt werden können. Auch nicht-schulische Sachen können aufgezählt werden. Danach wird jedes Objekt in der richtigen Reihenfolge mit einem Punkt gezählt. Gewonnen hat derjenige, der zum Schluß die meisten Punkte hat.

Aufwand: keiner

Tip: Um größere Unruhe bei der anschließenden Kontrolle zu vermeiden, schlagen wir vor, die Schüler, die bereits ihre Sachen aufgereiht haben, mit der Auflistung der Gegenstände zu beschäftigen. Das erfüllt drei Zwecke:

- Sie haben keine Langeweile.
- Sie üben die Rechtschreibung des Gelernten.
- Sie prägen sich die Worte besser als bei rein mündlicher Wiederholung ein.

2. Football

Alle Lernjahre

Beschreibung: Die Schüler üben Vokabeln oder Textinhalte auf spielerische Weise mit Hilfe eines Tischfußballspiels.

Verfahren: Stellen Sie eine mit einem Fußballfeld bemalte Folie bereit. Ein 1-Pfennig-Stück – der Ball – liegt in der Mitte. Teilen Sie nun die Klasse in zwei Mannschaften. Per Losentscheid wird ermittelt, welcher Mannschaft der Anstoß zugesprochen wird. Sie als Quizmaster und Schiedsrichter stellen jetzt eine Frage an die beginnende Mannschaft. Kann die Frage von einem Mitglied der Mannschaft beantwortet werden, wird der "Ball" einen Schritt auf das gegnerische Tor zubewegt. Die Distanz wird durch Linien festgelegt. Ziel ist, den Ball im gegnerischen Tor zu platzieren.

Aufwand: Eine Folie herstellen, die immer wieder verwendbar ist.

Tip: Andere Varianten:

- Die Mannschaft, die an der Reihe ist, antwortet solange, bis sie eine Frage falsch oder gar nicht beantwortet.
- Mannschaft A kann eine Frage nicht beantworten. Jetzt darf Mannschaft B versuchen, die ausstehende Frage ihrerseits zu beantworten oder eine neue Frage auswählen.

3. Der große Preis

Lernjahre 3–6

Beschreibung: Basierend auf dem Fernsehspiel werden – wie oben – Vokabeln oder Fragen zu einem bestimmten Thema beantwortet.

Verfahren: Fertigen Sie eine Folie mit *permanentem Stift* an, die wie folgt aussieht:

Eine identische Mastercopy müssen Sie auf Papier vor sich liegen haben. In den Feldern auf der Mastercopy sind die Fragen nach Schwierigkeitsgrad gestaffelt. Vier bis fünf Joker mit variierender Punktzahl sind auf der Mastercopy versteckt. (Ein Joker auf der 40er Reihe kann durchaus einen Wert von 60 Punkten haben.)

Teilen Sie die Klasse in vier Gruppen auf. Gruppe A fängt an, ein Thema und eine Zahl auszuwählen. Das entsprechende Feld wird auf der Folie *mit wasserlöslichem Stift* durchgekreuzt und die Frage gestellt. Antwortet ein Mitglied der Mannschaft richtig, bekommt diese die Punkte. Danach ist Mannschaft B an der Reihe. Gewinner ist die Gruppe, die die meisten Punkte gesammelt hat.

Aufwand: Eine immer wieder zu verwendende Folie und eine Mastercopy für jedes Spiel.

Tip: Andere Varianten:

- a) Die Mannschaft, die an der Reihe ist, antwortet solange, bis sie eine Frage falsch oder gar nicht beantwortet.
- b) Mannschaft A kann eine Frage nicht beantworten. Jetzt darf Mannschaft B erst versuchen, die nicht beantwortete Frage zu übernehmen und dann eine neue Frage zu bestimmen.

4. Kids in the corner

Alle Lernjahre

Beschreibung: Vokabeln trainieren oder Textinhalt abfragen.

Verfahren: In jeder Ecke des Raumes steht ein Schüler. Sie stellen eine Frage. Der Schüler, der zuerst richtig antwortet, wandert eine Ecke weiter. Ziel ist es, so schnell wie möglich zu seiner Ausgangsposition zurück zu gelangen.

Aufwand: keiner

Tip: Dieses Spiel hat großen Wettkampfcharakter. Sie können ihn erhöhen, indem Sie die Klasse in vier gleich leistungsstarke Gruppen aufteilen. Sobald ein Schüler seine Ecke wieder erreicht hat, ist der nächste Mitspieler der Mannschaft an der Reihe. Es wird solange gespielt, bis alle Schüler einer Mannschaft die Ecken durchlaufen haben.

5. Trivial Pursuit

Lernjahre 3–6

Beschreibung: Ein Spiel nach dem gleichnamigen Brettspiel.

Verfahren: Am meisten Spaß macht dieses Spiel mit einem riesengroßen Schaumstoffwürfel (zu bekommen in den Spielwarenabteilungen guter Kaufhäuser), den die Schüler mit Begeisterung herumwerfen können, ohne

größere Schäden anzurichten. Für die Zahlen 1–6 werden Kategorien an der Tafel festgelegt, z. B.:

- 1 – things you can see in a town
- 2 – sports
- 3 – things to eat
- 4 – things you can see at school
- 5 – verbs
- 6 – general knowledge

Teilen Sie die Klasse in zwei Gruppen auf. Jede beantwortete Frage bedeutet den Gewinn eines Punktes. Spieler 1 von Mannschaft A fängt an. Gewinner ist die Mannschaft, die als erste 30 Punkte erreicht.

Aufwand: Einen Würfel besorgen.

Tip: Sie können die Punktzahl variieren, indem Sie festlegen, daß eine vom Befragten selbst beantwortete Frage mit zwei Punkten – bei Beratung mit der Mannschaft nur mit einem Punkt belohnt wird. Sonst können Sie variieren wie in Spiel 3 und 4.

6. Adding a letter

Lernjahre 3–6

Beschreibung: A spelling game

Verfahren: Schreiben Sie einen Vokal an die Tafel. Der erste Schüler gibt einen weiteren Buchstaben dazu, um ein neues Wort aus zwei Buchstaben zu bilden. Anschließend liest er sein Wort laut vor. Der nächste Schüler fügt einen dritten Buchstaben hinzu usw. Die Reihenfolge der Buchstaben kann verändert werden, um ein Wort zu bilden.

Beispiel:

- Teacher: A
- Spieler 1: AN
- Spieler 2: AND
- Spieler 3: SAND
- Spieler 4: SAND
- Spieler 5: STAND
- Spieler 6: – –

Die Mannschaft von Spieler 5 hat gewonnen.

Aufwand: keiner

Tip: Sie können die Klasse in zwei Mannschaften teilen. Verloren hat die Mannschaft, die kein neues Wort bilden kann.

7. Spelling bee

Lernjahre 3–6

Beschreibung: Eine traditionelle Art, das Buchstabieren zu üben.

Verfahren: Teilen Sie die Klasse in zwei Mannschaften auf. Geben Sie Spieler 1 von Mannschaft A ein Wort. Er wiederholt und versucht es zu buchstabieren. Buchstabiert er richtig, bekommt er einen Punkt, und Mannschaft B ist dran. Buchstabiert der Spieler von Mannschaft A sein Wort falsch, so bekommt Mannschaft B die Chance, das gleiche Wort zu buchstabieren.

Wie wir alle wissen, verursachen die Vokale im Englischen etwas Schwierigkeiten. Es ist erstaunlich, wie schnell Schüler richtig Buchstabieren lernen, wenn sie es als Wettkampf betrachten.

Aufwand: keiner

8. The same or opposite?

Lernjahre 6/7

Beschreibung: Lexikalische Übung mit verschiedenen Wortarten.

Verfahren: Fertigen Sie ein Arbeitsblatt an, oder schreiben Sie die zu bestimmenden Wortpaare an die Tafel.

Die Schüler müssen drei Kärtchen (circa 9 x 9) erstellen: beschriftet jeweils eine mit einem großen "O" – (opposite), eine mit einem großen "S" – (same) und eine mit einem großen "D" – (different).

Die Schüler müssen nun die Wortpaare in die Kategorien Gegensatz, Synonym oder Unterschied einordnen. Wenn sie eine Entscheidung getroffen haben, halten sie das entsprechende Kärtchen hoch. Geben Sie dann die richtige Lösung vor, und alle Schüler mit der richtigen Antwort bekommen einen Punkt. Der Gewinner ist derjenige mit den meisten Punkten.

Beispiele:

hot – cold (O)	big – small (O)
cup – glass (D)	breakfast – lunch (D)
always – never (O)	large – big (S)
begin – start (S)	give – take (O)
brown – black (D)	like – love a little (S)
poor – rich (O)	autumn – fall (S)
trunk – boot (S)	remain – stay (S)
expensive – cheap (O)	boring – interesting (O)

Aufwand: keiner

Tip: Wie Sie zwei Beispielen entnehmen können, ist es auch möglich, amerikanisches und britisches Englisch gegenüberzustellen, insbesondere nachdem – oder während – Sie das Thema Amerika behandeln.

9. Chinese Whispers

Lernjahre 4–6

Beschreibung: Hier wird genaues Sprechen und Zuhören geübt.

Verfahren: Sie (oder ein Schüler) flüstern einen Satz in das Ohr des Nachbarn, der es in das Ohr seines anderen Nachbarn weiterleiten soll. Während der Satz so durch die Klasse weiter gegeben wird, schreibt der Initiator seinen Originalsatz auf. Ist der geflüsterte Satz beim letzten Spieler angekommen, spricht er das Verstandene laut aus. Danach wird der geschriebene Satz vorgelesen. Zu diesem Zeitpunkt fängt manchmal eine große Diskussion an, wer nun den Satz verfälscht habe oder wo der Fehler entstanden sei. Wenn dies auf Englisch geschehen könnte, wäre das eine wunderbare Sache.

Aufwand: keiner

10. Maths in the English lesson

Lernjahre 3/4

Beschreibung: Mathematische Berechnungen in Englisch durchführen.

Verfahren: Obwohl dies im eigentlichen Sinne kein Spiel ist, habe ich es hier aufgenommen, da es eine wunderbare Möglichkeit für eine kurzfristig angeordnete Vertretungsstunde ist. "Wir haben aber Mathe", schrie ein mathematisch – leider nicht englisch – begabter Schüler, als er mich vertretungsweise die Klasse betreten sah. Daraufhin schrieb ich an die Tafel:

+ = and

– = minus

X = times

÷ = divided by

Jetzt konnten wir mit der Übung anfangen. Ich gab die Resultate, und die Schüler erfanden einfache dazugehörige Rechenaufgaben, z. B.:

200 = (8 times 25)

(400 divided by 2)

(500 minus 300)

(150 and 50)

Sie werden durch diese Übung erfahren, daß selbst Schüler, die selten etwas im Englischunterricht sagen, sich mit Begeisterung melden.

Aufwand: keiner

Tip: Dieses Spiel bietet sich hervorragend als Aufwärmphase an.

11. More maths in the English lesson

Lernjahre 4–6

Beschreibung: Befehlen folgen und fremdsprachlicher Umgang mit Zahlen.

Verfahren: Beginnen Sie mit Begriff-Erklärungen an der Tafel:

Take a number, any number	=	Denke dir eine Zahl
Double it	=	Verdoppeln
Add ...	=	Addieren ...
Divide the result by ...	=	Teile das Ergebnis durch
Subtract ...	=	Nehme ... davon weg

Jetzt spielen Sie dieses System mit der gesamten Klasse durch: "Take a number, any number. Double it. Add ... (*irgendeine gerade Zahl, die Sie bestimmen*). Divide the resulting number by 2. Subtract ... (*die Hälfte der geraden Zahl, die Sie in Schritt 3 dazuzählen ließen*). You now have the number you first thought of.

Nachdem Sie dieses Spiel einige Male gespielt haben, wird ein Schüler sicherlich das System durchschaut haben. Nun kann er Ihren Part übernehmen.

Beispiel:

Take a number	48	Take a number	555
Double it	96	Double it	1110
Add	22	Add	262
Divide the result by 2	59	Divide the result by 2	686
Subtract	11	Subtract	131
	= 48		= 555

Aufwand: keiner

12. Spaghetti

Lernjahre 3–6

Beschreibung: Übung von Fragen mit *present*- und *past*-Formen der *auxiliary* Verben.

Verfahren: Ein Schüler ist der Kandidat, der befragt wird. Das Ziel des Spiels ist, den Kandidaten zum Lächeln zu bringen. Die anderen stellen Fragen, die nicht mit Yes/No beantwortet werden können. Es sind also nur Wh-Fragen erlaubt. Der Kandidat darf nur "spaghetti" als Antwort verwenden, egal was gefragt wird.

Player 1: What do you like best?

Candidate: Spaghetti.

Player 2: What did you have for breakfast?

Candidate: Spaghetti.

Player 3: What did you wash yourself with this morning?

Candidate: Spaghetti.

usw.

Der Schüler, dessen Frage den Kandidaten zum Lachen gebracht hat, ist der neue Kandidat.

Aufwand: keiner

Tip: Wechseln Sie die Antwort, um die Aussprache anderer Wörter zu üben, z. B. onions, crisps, cocoa.

13. Town, country, river

Alle Lernjahre

Beschreibung: Wie das bekannte deutsche Spiel *Stadt, Land, Fluß*, aber auf Englisch und mit anderen Kategorien.

Verfahren: Entscheiden Sie sich für vier Kategorien, die die Schüler auf ein Blatt als Überschrift für vier Spalten schreiben. Mögliche Kategorien wären: things to eat or drink, in the street, in the classroom, clothing, furniture, hobbies, birds and animals etc. Jetzt sagt der Spielführer einen Buchstaben. Die Schüler versuchen die Rubriken so schnell wie möglich auszufüllen, denn sobald der Erste fertig ist und "finished" ruft, darf keiner weiterschreiben. Jetzt tauschen die Schüler ihre Blätter mit ihrem Nachbarn. Die Rubriken werden besprochen. Hat ein Schüler ein Beispiel, das kein anderer hat, bekommt er 10 Punkte. Haben mehrere das gleiche Wort, so bekommt jeder 5 Punkte. Gewonnen hat derjenige, der zuerst 50 (oder 100) Punkte erreicht hat.

Aufwand: keiner

Tip: Sie können auch Wortarten wählen, z. B. adjectives, verbs, nouns, pronouns, prepositions oder eine Mischung zwischen Wortarten und den oben erwähnten Kategorien.

14. Battleships

Lernjahre 4–6

Beschreibung: Ein Partnerspiel, das Buchstaben und Zahlen übt und gleichzeitig Vokabeln trainiert.

Verfahren: Teilen Sie DIN-A4-Blätter aus, auf die Sie Quadrate gemalt haben, und zwar 26 senkrecht und 5 waagerecht. Jeder Schüler bekommt zwei Blätter. Auf einem Blatt schreiben sie, jeweils einen Buchstaben in ein Quadrat, 15–20 Vokabeln auf (diese Zahl bestimmen Sie). Ziel des Spiels ist es, zu entdecken, wo der Partner seine Wörter versteckt hat. Die Quadrate werden von den Schülern als B5 oder E3 beschrieben. Die Buchstabenreihe ist die senkrechte Reihe. Somit sind die Schüler gezwungen, auch die etwas schwierigen Buchstaben zu verwenden. Die Schüler befragen sich abwechselnd. Ihre Ergebnisse tragen sie in das zweite Blatt ein, das noch unbeschrieben ist. Dabei wird das Wort vom

Partner diktiert und vom 2. Partner wiederholt und an die richtige Stelle geschrieben. Gewonnen hat der Partner, der zuerst die Positionen aller Worte seines Partners entdeckt hat.

Aufwand: Blätter entweder selbst oder von den Schülern herstellen lassen.

Tip: Es ist in manchen Klassen angebracht, mit einer Folie dieses Spiel einmal oder mehrere Male zu üben. Dafür müssen Sie Ihre Worte auf eine Mastercopy und auf die Folie schreiben, wenn sie erraten sind. Sie können die Ratephase verkürzen, indem Sie bestimmen, daß um ein Wort herum nur leere Kästchen sein dürfen. Diese Regel vereinfacht das Spiel etwas.

15. Missing words

Alle Lernjahre

Beschreibung: Lückensätze ergänzen; Bewegungsspiel als Gedächtnistraining.

Verfahren: Bereiten Sie 15–20 Sätze aus einem bekannten Text vor. In jedem Satz entfernen Sie ein Wort. Schneiden Sie diese Sätze aus, und befestigen Sie sie verteilt an der Wand. Die Aufgabe der Schüler ist es, zu den Sätzen hinzugehen und herauszufinden, welches Wort fehlt. Das tun sie, indem sie an der Rückseite der Tafel schauen, wo alle fehlenden Wörter stehen. Haben sie sich für ein Wort entschieden, laufen sie zu ihren Plätzen zurück und schreiben den ganzen Satz in ihrem Heft.

Gewonnen hat der Schüler, der alle Sätze richtig im Heft stehen hat. Als Belohnung darf er für morgen weitere Streifen vorbereiten!

Aufwand: Streifen mit Lückensätzen vorbereiten.

Tip: Sie werden staunen, wie ruhig es in der Klasse wird, obwohl alle Schüler in Bewegung sind.

16. The little green men

Lernjahre 4–6

Beschreibung: Vokabeln wiederholen durch Erraten eines besonderen Systems.

Verfahren: Wählen Sie drei Schüler aus, und weihen Sie sie in das Geheimnis der *little green men* ein. Das Geheimnis ist folgendes: *The little green men only like things written with a double letter:*

The little green men like school but they don't like "Schule".

The little green men like sweets but they don't like chocolate.

The little green men like swimming but they don't like water.

The little green men like dollars but they don't like money.

Die drei eingeweihten Schüler und Sie geben jetzt Beispiele. Nun fordern Sie die anderen Schüler auf, Sätze über "The little green men" zu bilden,

welche Sie und ihre drei Helfer entweder bejahen oder verneinen werden. Sobald ein Schüler das System erkannt hat, fungiert er ebenfalls als Helfer. Es dauert relativ lange, bis der erste Schüler das System erkennt. Es werden auch Schüler dabei sein, die es nicht verstehen werden, bis Sie einige Beispiele an die Tafel schreiben.

Aufwand: keiner

17. Who am I?

Lernjahre 4–6

Beschreibung: Die Schüler erraten ihre neue Identität.

Verfahren: Jeder Schüler bekommt eine vorbereitete Karte auf den Rücken geheftet. Darauf steht der Name einer bekannten Person, auch Roman- und Filmfiguren sind möglich. Die Schüler müssen nun herausfinden, wer sie sind. Dies dürfen sie jedoch nur mittels Fragen tun, auf die nur mit "yes" oder "no" geantwortet werden kann. In leistungsschwächeren Gruppen hat es sich als sinnvoll erwiesen, vorab Fragen in einem Brainstorming an der Tafel zu sammeln:

- Are you dead?
- Are/were you famous?
- Do/Did you sing?
- Do/Did you act?
- Do/Did you invent something?
- Do/Did you discover something?
- Do/Did you live in Europe/America?
- Are you old? etc.

Aufwand: Genügend Karten für jeden Schüler herstellen.

Tip: Bestehen Sie darauf, daß der Befragte nur mit *Yes/No* beantwortet. Sie können auch die Regel festlegen, daß, wenn ein Schüler einem anderen Schüler eine Frage gestellt hat, er nicht eine zweite Frage an diesen Schüler stellen darf, sondern jetzt jemand anders fragen muß.

18. Kim's game

Alle Lernjahre

Beschreibung: Gedächtnisspiel mit Gegenständen.

Verfahren: Ohne daß die Schüler Sie beobachten, legen Sie circa 20 Gegenstände auf Ihren Tisch. Decken Sie den Tisch zu. Erklären Sie den Schülern, daß sie gruppenweise nach vorne kommen werden und versuchen müssen, sich die Gegenstände einzuprägen. Dafür haben sie zwei Minuten Zeit. Sie sollen danach zu ihren Plätzen zurückgehen und die Gegenstände aufschreiben.

Aufwand: Circa 20 Gegenstände bereitstellen.

Tip: Obwohl es in Gruppen ein bißchen umständlich erscheint, müssen alle Schüler den Tisch und alle Gegenstände gut sehen können. Dieses Spiel können Sie mit der ganzen Klasse auf einmal spielen, wenn Sie eine Folie mit vielen Details einsetzen. Ein Bild, das jeder Schüler bekommt, kann man ebenfalls benutzen. Es eignen sich dafür sogar manche Bilder aus dem Englischbuch.

Als Variante kann man das Spiel auch als Wettbewerb mit verschiedenen Gruppen veranstalten. Reihum wird ein Gegenstand, der entweder am Tisch lag oder auf der Folie zu sehen war, genannt. Die Gruppe bekommt einen Punkt. Sie streichen das Wort von der Mastercopy. Aber wenn eine Gruppe einen Gegenstand erwähnt, der schon genannt worden ist, verliert diese Mannschaft einen Punkt.

19. Blind man's picture

Lernjahre 3–6

Beschreibung: Die Schüler müssen Anweisungen folgen und genaue Anweisungen geben können.

Verfahren: Einem Schüler werden die Augen verbunden. Er bekommt einen Tafelstift/ein Stück Kreide in die Hand und wird vor die Tafel gestellt. Ein zweiter Schüler gibt nun Anweisungen, denen Schüler A folgt. Das Ziel ist, daß Schüler A einen Gegenstand an die Tafel malt, ohne zu wissen welchen.

Aufwand: Einen Schal oder ein Tuch bereithalten.

Tip: Ein Brainstorming an der Tafel vorweg erleichtert später das Suchen nach Ausdrücken, wie man jemandem sagt, wie er ein Bild zu malen hat.

20. One letter – lots of words

Lernjahre 4–6

Beschreibung: Vokabeltraining durch Finden von Wörtern mit dem gleichen Anfangsbuchstaben.

Verfahren: Jeder Schüler hat ein Blatt und einen Stift. Schreiben Sie einen Buchstaben an die Tafel. Die Schüler haben zwei Minuten Zeit, so viele Wörter wie möglich zu finden, die mit diesem Buchstaben anfangen. Gewonnen hat der Schüler, der die meisten Wörter aufgeschrieben hat.

Aufwand: keiner

Tip: In jüngeren Klassen können Sie einen halben Punkt gelten lassen, wenn das Wort falsch geschrieben ist. In älteren Klassen müssen die Wörter richtig geschrieben sein. Lassen Sie die Schüler mit ihren Nachbarn die Blätter tauschen. Mitschüler, die korrigieren, sind penibler als der Lehrer,

der zur Großzügigkeit tendiert. Außerdem unterstützt diese Methode das Wiedererwecken des eingeschlafenen Vokabelschatzes, da nicht alle Schüler die gleichen Wörter haben werden.

21. Seasons run

Lernjahre 4-6

Beschreibung: Begriffe den Jahreszeiten zuordnen.

Verfahren: Das Ziel dieses Spiels ist, Begriffe verschiedenen Jahreszeiten zuzuordnen. Sie sagen einen Begriff und die Schüler entscheiden sich für eine Jahreszeit. Es gibt vier Arten, dieses Spiel durchzuführen:

1. Die Schüler rufen die richtige Jahreszeit in die Klasse. (Kein Wettkampf und derjenige, der einen Fehler gemacht hat, fällt nicht auf; diese Methode ist aber laut.)
2. Die Schüler melden sich mit Handzeichen. Sie teilen die Klasse in zwei Mannschaften auf und derjenige, der sich zuerst mit der richtigen Antwort meldet, bekommt einen Punkt. (Sie müssen aufpassen, wer sich zuerst meldet, sonst sind die Schüler sauer. Die lernschwächeren Schüler werden sich nicht beteiligen.)
3. Sie fragen die zwei Mannschaften abwechselnd. (Die lernschwächeren Schüler werden sich wieder nicht beteiligen.)
4. Sie geben den Wänden der Klasse die Namen der Jahreszeiten. Es geht hier darum, nicht der letzte zu sein. Sie sagen einen Begriff, und die Schüler laufen zur richtigen Wand. (Chaos! Aber es macht Spaß, und alle beteiligen sich. Mein Vorschlag wäre, eine Aula oder den Schulhof für dieses Spiel zu nehmen. Es geht nicht so viel zu Bruch.)

Einige Begriffe, die Sie benutzen können:

strawberries	Thanksgiving day	swimming outside
Christmas	valentines	fur coat
tulips	bikini	harvest
snow	Easter	skiing
roses	air conditioning	ice-cream
ice-skating	camping	snowman
picnic	water-skiing	candles
falling leaves	new leaves	apples
watermelon	B-B-Q	fireworks
presents	bike rides	baby lambs

Aufwand: Liste von Begriffen bereitstellen.

Tip: Sie können das Spiel auch mit anderen Kategorien spielen, z. B:

fruit, vegetables, drinks
 adjectives, verbs, nouns, prepositions
 present, past, present perfect
 The three types of "If" sentences

22. Montagsmaler

Lernjahre 4-6

Beschreibung: Begriffe malen, die die eigene Mannschaft raten muß.

Verfahren: Teilen Sie die Klasse in zwei Mannschaften auf. Mannschaft A fängt an: Sie hat zwei Minuten, um so viele Begriffe zu erraten wie möglich. Die Begriffe haben Sie auf Karten geschrieben. Spieler 1 von Mannschaft A kommt nach vorne. Sie zeigen ihm die Karte. Er fängt an, an die Tafel zu malen. Sobald der Begriff erraten ist, kommt Spieler 2 nach vorne, und das Spiel geht mit dem zweiten Begriff weiter. Wenn die zwei Minuten vorbei sind, muß Mannschaft B die Begriffe malen. Das Spiel soll schnell gespielt werden, und es wird laut. Mann kann es z. B. vor den Weihnachts- und Sommerferien spielen, wofür sich die Begriffsfelder "winter" und "summer" eignen. Die Vorschlagsliste mag lang erscheinen, aber Sie werden alle Wörter brauchen, da die Schüler großes Interesse an diesem Spiel haben.

Winter words		Summer words	
candles	Christmas market	swimming hat	spaghetti ice
presents	Christmas service	souvenir	camping
Christmas biscuits	Father Christmas	travel agency	beer garden
clearing snow	snow flake	sun burn	sun oil
Bethlehem	Baby Jesus	ice lolly	salt water
Christmas carols	Christmas dinner	rubber boat	rainbow
turkey	Christmas crackers	banana split	barbecue
Christmas cards	relatives	swimming pool	report card
sledging	igloo	flippers	5-metre diving board
Christmas tree	cold	pen friend	sun umbrella
open fire	punch	thunder	raincoat
stars	lametta	ticket	plane trip
Christmas lights	stress	postcard	camera
Christmas shopping	baking	bike tour	wind surfing
chocolate	over weight	sand castle	chips
parcels	icicles	beach chair	customs
frozen car	slippy road	A long sleep	walking boots
accident	dead battery	sun hat	sunbeam
hot wine	Christmas party	picnic basket	badminton
paper hats	Christmas bells	suitcase	sunglasses
New Year's Eve	champagne	beachball	hot
potato salad	salmon	frisbee	sunset
Christmas pudding	Christmas concert	puncture	coke with ice
winter sales	Christmas morning	air mattress	sunbathing
Boxing Day	The crib	mini skirt	ball games
fog	snow	sandals	tourist
Christmas paper	glass balls	bottle opener	roller skating
brandy	visitors	railway station	snorkel
snowball	skiing	no school	walking boots

Aufwand: Karten bereitstellen.

Puzzles

1. Picture puzzle

Sinn und Zweck dieser Puzzleart ist, sich Redewendungen oder Vokabeln auf eine spielerische Weise einzuprägen. Die Schüler merken nicht, daß sie üben.

Schneiden Sie ein ansprechendes Bild aus einer Zeitschrift aus. Ideal ist ungefähr DIN-A4-Größe (ich sammle Bilder in voraus, da man nie das Richtige findet, wenn man in Eile ist und in letzter Minute sucht). Kleben Sie Ihr Bild auf Tonpapier auf. Zeichnen Sie 12–16 Quadrate auf das Tonpapier. Auf ein zweites Stück Tonpapier zeichnen Sie die gleiche Anzahl von Quadraten. Sie haben jetzt zwei Stück Papier, die Sie aufeinander legen können.

Auf das Blatt ohne Bild schreiben Sie englische Vokabeln oder *Question tags* oder *Answers to questions on a text* usw. Die Möglichkeiten sind grenzenlos.

Auf das Blatt mit dem Bild schreiben Sie nun die deutschen Vokabeln, die Sätze zu den *Question tags* oder die Antworten zu den *Questions on the text*. Die Reihenfolge der zweiten Gruppe von Wörtern muß von rechts nach links anfangen, da sie, nachdem sie ausgeschnitten sind, so auf den Untergrund gelegt werden, daß das Bild wieder entsteht.

Hier finden Sie ein Beispiel:

Animal puzzle for a younger class

PFERD	KUH	MAUS	MOUSE	COW	HORSE
HUND	KATZE	NILPFERD	HIPPO	CAT	DOG
SCHWEIN	AFFE	ESEL	DONKEY	MONKEY	PIG
HUHN	ENTE	KANINCHEN	RABBIT	DUCK	HEN

Wenn Sie die Möglichkeit haben zu laminieren, tun Sie das, ehe Sie das Bild auseinanderschneiden. Haben Sie keinen Zugang zu einem Laminiergerät, ist es sinnvoll, das Puzzle mit selbstklebender Folie zu überziehen.

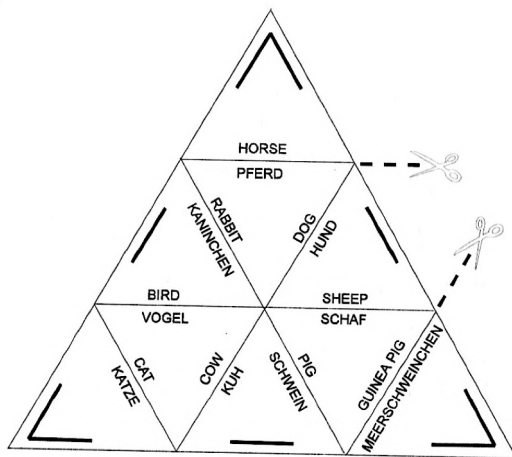
2. Domino

Basteln Sie oder lassen Sie ihre Schüler ein Dominospiel als Vokabelübung basteln. Schneiden Sie Karten (6 x 3 cm oder 8 x 4 cm). Malen Sie einen Strich durch die Mitte. Mit der rechten Hälfte fangen Sie an. Dort schreiben Sie das deutsche Wort auf. Auf der linken Hälfte der nächste Karte schreiben Sie das englische Wort usw.

3. Pyramids

Wenn ich diese Form des Puzzles wähle, schmuggle ich einige unbekannte Wörter hinein, da diese Wörter den Erfolg des Legens nicht beeinträchtigen. Außerdem werden sie unbewußt von den Schülern aufgenommen, gerade weil sie unbekannt sind.

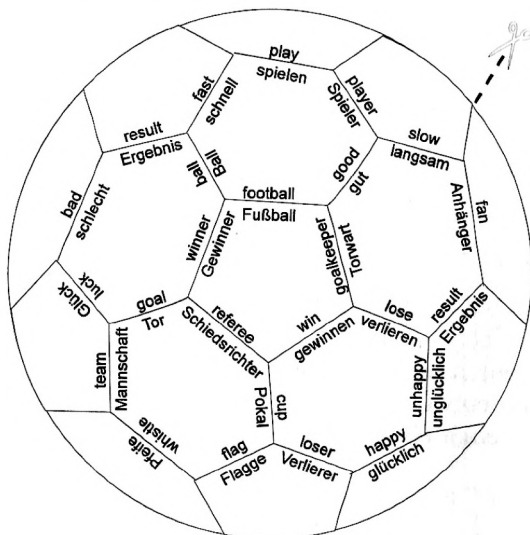
*A pyramid
for a younger class*



4. Football puzzle

Das ist nur eine andere Form für das Pyramid puzzle. Hier haben Sie den Vorteil, daß mehrere Wörter geübt werden können. Durch die Form des Puzzles werden auch die eher arbeitsscheuen Jungen gern üben.

*A football puzzle
for a younger class*



3. Für das Poesiealbum

Das Poesiealbum ist bei jüngeren Schülern immer noch beliebt. Für Sprachlehrer bietet es sich an, einen Spruch oder einen kurzen Vers in der Fremdsprache zu schreiben. Das Problem liegt darin, daß die meisten Sprüche bzw. Verse sprachlich recht schwierig sind; deswegen bieten wir hier Vokabelfußnoten an, die gegebenenfalls auch in das Poesiealbum übertragen werden können. Die Sprüche sind eher moralisch-belehrend, während die Verse belehrend, aber auch unterhaltsam sind. Die Eintragung hängt selbstverständlich von dem jeweiligen Schüler ab.

Verses

1. Here's Sulky Sue,
What shall we do?
Turn her face to the wall
Till she comes to.

sulky beleidigt

2. The fair maid who, the First of May,
Goes to the fields at the break of day,
And washes in dew from the hawthorn tree,
Will ever after handsome be.

break of day Sonnenaufgang; *dew* Morgentau; *hawthorn* Hagedorn

3. A Friday night's dream on a Saturday told,
Is sure to come true be it ever so old.
4. Man's work lasts till set of sun
Woman's work is never done.
5. God made man, and man makes money,
God made the bees, and the bees make honey.
6. Georgie Porgie, pudding and pie,
Kissed the girls and made them cry;

When the boys came out to play;
 Georgie Porgie ran away.

7. A diller, a dollar,
 A ten o'clock scholar,
 What makes you come so soon?
 You used to come at ten o'clock,
 But now you come at noon.

scholar Schüler

8. If all the world were paper,
 And all the sea were ink,
 If all the trees were bread and cheese,
 What would we have to drink?

9. Spring is showery, flowery, bowery;
 Summer: hoppy, croppy, poppy;
 Autumn: slippy, drippy, nippy;
 Winter: breezy, sneezy, freezy.

10. They that wash on Monday
 Have all the week to dry;
 They that wash on Tuesday
 Are not so much awry;
 They that wash on Wednesday
 Are not so much to blame;
 They that wash on Thursday;
 Wash for very shame;
 They that wash on Friday
 Was in sorry need;
 They that wash on Saturday
 Are lazy folk indeed.

awry durcheinander; *blame* beschuldigen; *shame* Schande; *need* Nöten

11. Didacta Nova
 How many fingers have you got on one hand?
 Five, replied the child.
 So, how many do five and five make?
 Eleven, comes the answer.
 Can you blame me for getting cross with you?
 Didn't I say count?
 Why can't you understand

And answer like the rest?
 What if everyone answered like that?
 What would happen if nobody understood?
 How many fingers have you got on one hand?
 Five, replied the child.
 Well, how many on two hands?
 Eleven, comes the answer.
 The blow falls. On the hand with five fingers,
 On the hand
 with six.

by Grete Tartler

(Translated by Andrea Deletant and Brenda Walker)

blame tadeln; get cross with auf jemanden böse sein; count zählen; blow Schlag

12. I am happy
 Today I have discovered happiness.
 Today I learnt
 it's not that I'm *on* the way
 or *by* the way
 or *with* the way

I am the way.

by Delfy gochez Fernandez

(Translated by Amanda Hopkinson)

happiness Glück

13. The class game
 How can you tell what class I'm from?
 Have I a label on my head and another on my bum?
 Or is it because my hands are stained with toil?
 Instead of soft lily-white with perfume and oil?
from "The class game" by Mary Casey

class Gesellschaftsschicht; label Etikett; bum Hintern (Umgangssprache); stained gefleckt; toil Arbeit

14. Schoolgirls are heroes –
 they have so many things to pass:
 exams, notes in class, hockey balls –
 and great big men on building sites
 who go WOOAR
by Alison Campbell

hero Held; building site Baustelle

15. A child should always say what's true,
 And speak when he is spoken to,
 And behave mannerly at table:
 At least as far as he is able.

mannerly manierlich

16. The world is so full
 of a number of things,
 I'm sure we should all
 be as happy as kings.

17. Happy hearts and happy faces
 Happy play in grassy places –
 That was how in ancient ages,
 Children grew to kings and sages.

in ancient ages in früheren Zeiten

18. A birdie with a yellow bill
 Hopped upon the window sill.
 Cocked his shining eye and said:
 "Aint you ashamed, you sleepy-head?"

bill Schnabel; *window sill* Fenstersims; *to cock one's eye* jemanden anblinzeln;
ashamed beschämt

19. The human –
 A complex mass of molecules –
 Destructive, versatile,
 Dependent, fragile –
 A special breed of machine
 That works the world.

versatile vielseitig; *dependent* abhängig; *fragile* zerbrechlich; *breed* Art

20. Happiness is
 The eyes to see
 The morning sun
 The sense to feel
 Cool ocean breeze.
 The nose to smell
 The new mown hay
 If I could choose
 One from three
 Let God be judge
 What's good for me.

21. Laughter springs from deep wells
with clear water of humility and faith
Quenching disillusion
and drudgery
with the cool freshness of courage.

well Brunnen; *humility* Bescheidenheit; *faith* Glaube; *quench* löschen; *drudgery* Plackerei

22. It's hard to hold on
to the past
It's even harder
to let the future take over
your life.
I guess because
it's unknown.
but then
isn't everything?

23. The day that dawns fair, warm and bright,
Then later turns to rain or snow
Is like the dream you set aside
Because you dare not let it grow.

dawn dämmern; *set aside* beiseite legen; *dare* wagen, sich trauen

Proverbs

- | | |
|---|--|
| 1. A bad workman quarrels with his tools. | 5. A fool and his money are soon parted. |
| 2. Absence makes the heart grow fonder. | 6. All's well that ends well. |
| <i>absence</i> Abwesenheit; | 7. Any time means no time. |
| <i>fonder</i> liebevoller | 8. A miss is as good as a mile. |
| 3. A cat may look at a king. | <i>miss</i> Fehlschuß |
| 4. A drowning man will clutch at a straw. | 9. A penny saved is a penny gained. |
| <i>drowning</i> Ertrinkender; | <i>gained</i> verdient, gewonnen |
| <i>straw</i> Strohalm | |

10. A rolling stone gathers no moss.

moss Moos

11. A stitch in time saves nine.

stitch Stich, Masche

12. As well be hanged for a sheep
as a lamb.

hanged gehängt

13. A small leak will sink a great ship.

leak Leck

14. As the twig is bent so the
tree's inclined.

twig Zweiglein; *inclined* geneigt

15. Better half a loaf than no bread.

16. Birds of a feather flock together.

flock scharen

17. Charity begins at home.

charity Nächstenliebe

18. Cut your coat according
to your cloth.

19. Discretion is the better part
of valour.

discretion Diskretion; *valour* Mut

20. Early to bed, early to rise
makes a man healthy and
wealthy and wise.

rise aufstehen; *wealthy* reich

21. Every dog has his day.

22. Fair exchange is no robbery.

exchange Tausch; *robbery* Raub

23. First come, first served.

24. Forbidden fruit tastes sweetest.

25. Fortune knocks once at every
man's door.

fortune Glück

26. Great minds think alike, fools
seldom differ.

differ abweichen

27. Great oaks from little acorns
grow.

oak Eiche; *acorn* Eichel

28. He who laughs last laughs
longest.

29. He who pays the piper calls the
tune.

piper Flötenspieler; *tune* Melodie

30. Imitation is the sincerest form of
flattery.

imitation Nachahmung;
flattery Schmeichelei

31. In for a penny, in for a pound.

32. It's an ill wind that blows nobo-
dy any good.

33. Let not the pot call the kettle
black.

34. Let sleeping dogs lie.

- | | |
|--|---|
| 35. Look before you leap.
<i>leap springen</i> | 44. Out of sight, out mind.
<i>sight Sicht; mind Gedanken</i> |
| 36. When the cat's away the mice
will play. | 45. Out of the frying pan, into
the fire. |
| 37. New brooms sweep clean.
<i>broom Besen; sweep fegen</i> | 46. Pride goes before a fall.
<i>pride Stolz</i> |
| 38. No news is good news. | 47. What's sauce for the goose
is sauce for the gander. |
| 39. No smoke without fire. | <i>goose Gans; gander Gänserich</i> |
| 40. Once bitten twice shy.
<i>shy scheu</i> | 48. Spare the rod and spoil
the child. |
| 41. One good turn deserves
another.
<i>good turn gute Tat; deserve verdienen</i> | <i>spare verschonen; rod Stock;
spoil verderben</i> |
| 42. One man's meat is another
man's poison.
<i>poison Gift</i> | 49. Speech is silver, silence is
golden. |
| 43. One swallow does not make
a summer.
<i>swallow Schwalbe</i> | 50. Still waters run deep. |
| | 51. Too many cooks spoil
the broth.
<i>spoil verderben; broth Suppe</i> |
| | 52. Two heads are better than one. |

Tongue twisters

Peter Piper picked a peck of pickled pepper;
 Did Peter Piper pick a peck of pickled pepper;
 If Peter Piper picked a peck of pickled pepper;
 Where's the peck of pickled pepper Peter Piper picked?

She sells sea-shells on the sea-shore;
 The shells that she sells are sea-shells, I'm sure.
 So if she sells sea-shells on the sea-shore,
 I'm sure that the shells are sea-shore shells.

A twister of twists once twisted a twist,
The twist that he twisted was a three-twisted twist;
if in twisting the twist, one twist should untwist,
The untwisted twist would untwist the twist.

Around the rugged rock the ragged rascal ran.

Red leather, yellow leather
Red leather, yellow leather
Red leather, yellow leather
You're a clever fella'.

Betty Botter bought some butter,
But, she said, this butter's bitter;
If I put it in my batter,
It will make my batter bitter.

A fy and a flea in a flue
Are wondering what they should do.
Says the fly, "Let us flee!"
Says the flea, "Let us fly!"
So they flew through a flaw in the flue.

I asked the tooter to toot the tooter,
But the tooter wouldn't toot the tooter,
'Cause the tooter wouldn't toot.

Swan swam over the sea – Swim, swan, swim!
Swan swam back again – Well swum, swan!

4. Activities at Christmas

Dieses Kapitel enthält Vorschläge für unterschiedliche Aktivitäten, die man während der Weihnachtszeit durchführen kann. Erfahrungsgemäß ist dies die beste Zeit während des Schuljahres, um Projekte dieser Art zu realisieren.

1. Jokes at Christmas

Level 1

- Boy:* My dad bought me a watch for Christmas that is shock-proof, waterproof, anti-magnetic and unbreakable.
Friend: What's the time, then?
Boy: I don't know – I've lost it.
- Jimmy:* Mum, do you know what I'm going to give you for Christmas?
Mum: No, dear. What?
Jimmy: A nice teapot.
Mum: But I've already got a nice teapot.
Jimmy: You haven't now. I've just dropped it.
- What do monkeys say at Christmas?
– Jungle bells, jungle bells.
- Gary:* What did you get for Christmas?
Jimmy: A mouth organ. It's the best present I've ever got.
Gary: Why?
Jimmy: My mum gives me £1 a week not to play it.
- Did you hear about the little girl who wanted to buy some hankies for her Grandmother for Christmas but she couldn't remember the size of her nose?
- How do you know that there's a snowman in your bed?
– You wake up wet.

7. *Lady*: What did you give your little brother for Christmas?
Jimmy: measles.
8. Who is Santa Claus' wife?
– Mary Christmas.

Level 2

1. Why did Jimmy's aunt knit him three socks for Christmas?
– Because his mother wrote and told her that he had grown another foot.
2. *Peter*: You've just written a cheque for £100.
Sam: I know – it's a Christmas present for my sister.
Peter: You've forgotten to sign it.
Sam: No, I haven't forgotten. I'm sending it anonymously.
3. How did the snowman make anti-freeze?
– He put ice-cubes in her bed.
4. What do you call a penguin in the Sahara desert?
– Lost.
5. What do you call a man who claps at Christmas?
– Santapplause.
6. A woman went into a pet shop to buy a parrot for her little girl for Christmas.
"I want a parrot for my little girl", she told the man.
"I'm very sorry, Madam", said the man. "We don't do swaps."
7. *Mum*: Are you going to Sally's Christmas party?
Jimmy: No, I ain't.
Mum: What have I told you about saying "ain't"? I am not going, he is not going, she is not going, they are not going.
Jimmy: Blimey, ain't no one going?
8. *Gary*: Which burns longer – a white candle or a red candle?
Jimmy: Neither – candles burn shorter, not longer.
9. *Jack*: Do you like the dictionary I bought you for Christmas?
Jimmy: Yes, I do. I just can't find the words to thank you.

2. Christmas around the world

America

Many of the decorations and customs are the same as in Britain. But there are so many different nationalities who have come to America, set a community of their own there and who have their own customs for Christmas. *Father Christmas* is an American character. The Americans gave this gentle, old man his round figure and his red costume. He even has two homes in America:

- In Wilmington, New York, on the side of the White Face Mountain, a man called Arto Monaco designed and built a suitable setting for Father Christmas. It consists of a blacksmith to deal with Father Christmas's reindeers. It has a post office and a chapel. Over 100,000 people visit this village every year.
- There is another Christmas village in Torrington, Connecticut, where Father Christmas and his elves give out presents.
- There is a town in America called *Santa Claus*. Children send their letters to Father Christmas at Christmas time and there is a team of people there who write a reply to every letter. That is more than two million letters a year. In this town there is a park with a statue of Father Christmas 23 feet high!
- Every year the President of the USA ceremonially turns on the lights on a tree in Washington DC which was planted as a living Christmas tree in 1924.

Australia

Christmas in Australia is in the middle of the summer holidays when the weather is at its hottest. This explains many of the differences between a British and an Australian Christmas, e. g. people do not sit round open fires and drink hot wine.

Because of the hot weather many of the celebrations take place outside. People often eat Christmas dinner on the beach. Imagine sitting on the beach with a Christmas turkey and a Christmas tree and crackers! The turkey is cold, and the people eat salads instead of peas and carrots.

On Christmas Eve in the parks in the cities there is a great carol singing when hundreds of people gather and sing carols. The whole park is lit up by candles. Father Christmas brings the children their presents in Australia, too. He must feel really warm in his beard and woolly hat! The children open their presents like the children in Britain, on the morning of Christmas Day. Boxing Day, 26th December, is often celebrated by taking the children to one of the big amusement parks.

4. You eat this on Christmas Day. _____
5. Where people go at midnight on Christmas Eve. _____
6. Another word for "present". _____
7. Sounds like a girl's name but is also a plant which climbs up houses. _____
8. They can fly and they live in heaven. _____
9. You write lots of these after Christmas. _____
10. Another plant, but its leaves can hurt you. _____

Lösung:

1. Jesus; 2. bells; 3. cards; 4. turkey;
5. church; 6. gift; 7. Ivy; 8. angels;
9. letters; 10. holly.

A	B	T	A	N	G	E	L
C	H	U	R	C	H	P	E
B	N	R	G	A	O	I	T
E	S	K	I	R	L	V	T
L	R	E	F	D	L	Y	E
L	I	Y	T	S	Y	O	R
S	T	J	E	S	U	S	S

Christmas quiz

1. Name of the "good king" who looked out in a Christmas carol.
2. How many days of Christmas does the song talk about?
3. What kind of pudding do the singers want?
4. How many Wise Men were there?
5. Name the gifts the Wise Men brought.
6. Name the Wise Men.
7. What was the name of the bad king who wanted to kill Jesus?
8. Another name for Father Christmas.
9. Where was Jesus born?
10. When was Jesus born?
11. Who appeared in the sky to talk to the shepherds?
12. What was Joseph's work?
13. What was used to make a bed for Jesus?
14. How old was Jesus when he died?
15. What did the shepherds give to Baby Jesus?

Lösung:

1. Wenceslas; 2. 12; 3. figgy pudding; 4. 3; 5. myrrh (from Balthazar), gold (from Melchior), frankincense (from Caspar); 6. Melchior, Caspar, Balthazar; 7. Herod; 8. Santa Claus; 9. in Bethlehem; 10. on 24th December;
11. an angel; 12. He was a carpenter; 13. a manger; 14. 33; 15. a lamb.

Muddled Christmas words

Father Christmas' computer has gone crazy and the list of presents has been muddled up and spelt wrongly. Work out the names of the presents and write them for, or connect them to the correct person.

Name of person	Present
father	THAB LASTS
mother	LOCHOS GAB
Billy (12 years)	CABLK ACTO
Sue (3 years)	OMINTAUN KEIB
John (16 years)	LODLS OSHUE
Grandmother	RTIAN TES
Grandfather (75 years)	NETISN TARECK
Aunt Jenny (a teacher)	BOCCATO IPPE

Lösung:

father – black coat/tennis racket; mother – tennis racket/black coat; Billy – train set; Sue – doll's house; John – mountain bike; Grandmother – baths salts; Grandfather – tobacco pipe; Aunt Jenny – school bag.

4. Christmas poems

A visit from Saint Nicholas

Obwohl dieses Gedicht lang ist, ist es zu schön, um es auszulassen. Es ist ein traditionelles Gedicht, ähnlich wie "Von drauß' vom Walde komm ich her" in Deutschland, aber dieses Gedicht würde ich nur in höheren Klassen vorstellen.

"T'was the night before Christmas, when all through the house
 Not a creature was stirring, not even a mouse;
 The stockings were hung by the chimney with care;
 In hopes that Saint Nicholas soon would be there.
 The children were nestled all snug in their beds,
 While visions of sugar-plum danced in their heads,
 And mamma in her 'Kerchief and I in my cap,
 Had just settled our brains for a long winter's nap,
 When out on the lawn there arose such a clatter;
 I sprang from my bed to see what was the matter.
 Away to the window I flew in a flash,
 To open the shutters and throw up the sash.
 The moon on the breast of the new-fallen snow
 Gave the lustre of midday to objects below,

When, what to my wandering eyes should appear
But a miniature sleigh and eight tiny reindeer,
With a little, old driver, so lively and quick,
I knew in a moment it must be St. Nick.
More rapid than eagles his coursers they came,
And he whistled and shouted, and called them by name;
'Now, Dasher! now, Dancer! now, Prancer and Vixen!
On, Comet! on, Cupid! on, Donner and Blitzen!
To the top of the porch! To the top of the wall!
Now dash away! dash away! dash away all!
As the leaves before the wild hurricane fly
When they meet with an obstacle, mount to the sky;
So up to the house-tops the coursers they fly,
With the sleigh full of toys and St. Nicholas, too.
And then in a twinkling I heard on the roof
The prancing and pawing of each little hoof.
As I drew in my head and was turning around
Down the chimney St. Nicholas came with a bound.
He was dressed all in fur from his head to his foot;
And his clothes were all tarnished with ashes and soot.
A bundle of toys he had flung on his back;
And he looked like a peddler just opening his pack.
His eyes – how they twinkled! his dimples how merry!
His cheeks were like roses, his nose like a cherry!
His droll little mouth was drawn up like a bow,
And his beard on his chin was as white as the snow;
The stump of his pipe he held tight in his teeth,
And the smoke it encircled his head like a wreath;
He had a broad face and a little round belly,
That shook when he laughed, like a bowlful of jelly.
He was chubby and plump, a right jolly old elf,
And I laughed when I saw him in spite of myself;
A wink of his eye and a twist of his head,
Soon gave me to know I had nothing to dread.
He spoke not a word, but went straight to his work,
And filled all the stockings and turned with a jerk,
And laying his finger aside of his nose,
And giving a nod, up the chimney he rose;
He sprang to his sleigh, to his team gave a whistle,
And away they all flew like the down of a thistle.
But I heard him exclaim, 'ere he drove out of sight;
'Happy Christmas to all, and to all a good night.'"

by Clement Clarke Moore

Christmas in two lands

There it is cold, or there is snow –
And holly, fires and mistletoe,
And carols sung out in the street
By children walking through the sleet.
Church bells break the frozen air
Ringing loudly everywhere.
There is where white winter glory
Comes to tell the Christmas story.

Here it is hot, the sun is gold –
And turns tired when days are old,
Christmas carols are sung at night
Somewhere outside by candlelight.
Church bells ring out in the heat
And call to people in the street
The Christmas story here is told
In summer, when the sun is gold.
by Joan Mellings

Christmas Stocking

What will go into the Christmas Stocking
While the clock on the mantelpiece goes tick-tocking?
An orange, a penny,
Some sweets, not too many,
A trumpet, a dolly,
A sprig of green holly,
A book and a top,
And a grocery shop,
Some beads in a box,
An ass and an ox,
And a lamb, plain good,
All whittled in wood,
A white sugar dove,
A handful of love,
Another of fun,
And it's very near done –
A big silver star
On top – there you are
Come morning you'll wake to the clock's tick-tocking,
And that's what you'll find in your Christmas Stocking.
by Eleanor Farjeon

The Father Christmas on the Cake

For fifty weeks I've languished
Upon the cupboard shelf
Forgotten and uncared for,
I've muttered to myself.
But now the year is closing
And Christmas time is here
They dust me down and tell me
To show a little cheer.
Between the plaster snowman
And little glassy lake

They stand me in the middle
Of some ice-covered cake.
And for a while there's laughter,
But as the weeks wear on,
They cut all the landscape
Till every scrap is gone.
Then with the plaster snowman
And little lake of glass
I'm banished to the cupboard
For one more year to pass.

Snowflake

Her icy eyes sparkled as they caught mine.
Myriads of her kind whispered and hung in the dense foggy air.
Without warning, the cold wind drew us together.
Her tiny lace-like fingers felt like sparks of ice against my face.
The deep pinks and blues of the sunset caused her fragile form to shimmer.
Then, with one last touch that froze my soul, she was no more.
My mortal bonds confirmed again by one so small.

by Stephanie Butler

5. A play at Christmas

1. Einleitung

Ich bin gefragt worden, ob ich nicht ein Stück schreiben könnte, daß inhaltlich den Anforderungen der Klasse 7–8 entspreche, aber sprachlich einfacher gehalten sei, um Lernschwächeren eine Möglichkeit zu geben, auch ein Weihnachtsstück aufzuführen. Ich hoffe, daß dieses Stück den Wünschen entspricht.

Der Inhalt des Stückes ist den Schülern vertraut. Die Klasse sammelt Geld, um ihrer Klassenlehrerin ein Geschenk zu machen. Das Geld verschwindet jedoch.

Das Stück kann die ganze Klasse beschäftigen, 11 Rollen haben einen längeren Text. Es gibt keine längeren Monologe, und die Sätze sind absichtlich kurz und leicht lernbar gehalten.

2. Bühnenausstattung

Die Szenen I, III und IV sind leicht darzustellen, da sie im Klassenzimmer spielen. Die zweite Szene könnte man am Rande der Bühne mit Hilfe von

ein paar Fahrrädern als Fahrradschuppen darstellen. Da sich zwei der drei Szenen im Klassenzimmer abspielen, sind die Übungsstunden leicht zu veranstalten. Es muß später lediglich ein Klassenzimmer auf der Bühne aufgebaut werden.

3. Text

The Cast

BARBARA:	}	the three main characters
SUSAN:		
DENNIS:		
PETER:		
TOM:	}	have things to say
CAROL:		
PAULINE:		
JIM:		
MARTIN:	}	the class teacher
MRS GREEN:		
MR HARRIS:		the circus manager

SCENE I

It's 9 o'clock on Wednesday morning. The boys and girls are waiting for their teacher. Some are sitting at their desks, some are watering the plants. Jim is cleaning the blackboard. Bob is eating his breakfast. Sally and Jenny are looking at a book. Tom and Billy are fighting.

BARBARA:	I've got the money for Mrs Green's present.
SUSAN:	Have you got money from everybody?
BARBARA:	Let me see – No, not from Tom or Dennis. But I've got the money from the others.
SUSAN:	Hey, Tom, where is your money?
TOM:	What money?
SUSAN:	The money for Mrs Green's present.
TOM:	Oh, that money. Yes, well ...
BARBARA:	Well, what?
TOM:	Well, I wanted to buy the new Donald Duck comic after school.
BARBARA:	Tom! You know we want to buy Mrs Green a present for Christmas.
SUSAN:	Yes, and Barbara has got the money from all the others.
TOM:	All the others?
BARBARA:	Well, there's you and Dennis.
JIM:	Come, on Tom. Give Barbara the money.
TOM:	Can't we give her my new Donald Duck comic?

- BARBARA,
SUSAN, JIM
and PETER: NO!
- TOM: Oh, all right. Here you are. Now I must wait until next Monday. I only get pocket-money on Saturday.
- JIM: Dennis, where's your money?
- DENNIS: I haven't got any today. Is tomorrow OK?
- BARBARA: Yes, but don't forget. We want to go into town tomorrow afternoon and buy the present. Oh, yes. At 12 o'clock today we must all meet at the bike shed to think about a good present.
- JIM: Did you hear that everybody – 12 o'clock at the bike shed today?
- CLASS: Yes.
- PETER: Quiet! here comes Mrs Green, now.
[Mrs Green comes into the classroom.]
- MRS GREEN: Good morning, boys and girls.
- CLASS: Good morning, Mrs Green.
- MRS GREEN: Take out your English books. What was the homework? Yes, Pauline?
- PAULINE: We had to answer the questions on page 29.
- MRS GREEN: Thank you. Stand up all the boys and girls who don't have their homework.
[Dennis, John and Carol stand up.]
- MRS GREEN: Right, now tell me why not. Carol, you start.
- CAROL: I'm sorry, but I forgot.
- MRS GREEN: Well, Carol, your English is not very good, is it?
- CAROL: No, Mrs Green.
- MRS GREEN: And that is not the way to make it better, is it?
- CAROL: No, Mrs Green.
- MRS GREEN: Do it for tomorrow. John, where is your homework?
- JOHN: I thought my homework was in my bag. When I looked it was not there.
- MRS GREEN: And where is it?
- JOHN: On my table at home.
- MRS GREEN: That's not very good, is it?
- JOHN: No, Mrs Green.
- MRS GREEN: Right. Do you eat lunch here? Or do you go home?
- JOHN: I go home.
- MRS GREEN: Right. Show me your homework this afternoon.
- PETER: *[in a whisper]* But we are meeting at 12 o'clock at the bike shed.
- JOHN: Oh, yes. Mrs Green, I forgot. I'm not going home for lunch, today.

- MRS GREEN: Well, show me tomorrow.
JOHN: Yes, Mrs Green.
MRS GREEN: And you, Dennis. Where is your homework?
DENNIS: Well, Mrs Green. It is a long story. On my way to school this morning I met a circus. I wanted to give one of the elephants my apple. I opened my school bag to take out the apple. The elephant took my homework and ate it!
MRS GREEN: Oh, Dennis! A circus! Did any other boy or girl see a circus?
CLASS: No, Mrs Green.
MRS GREEN: I'm sorry, Dennis. But that is a story. I don't think that you did your homework.
DENNIS: No, Mrs Green. I'm sorry. I didn't do my homework.
MRS GREEN: But why do you always tell these stories?
DENNIS: Because to say "I forgot" is boring.
MRS GREEN: OK Dennis, you can stay here after school and do it then.
DENNIS: Yes, Mrs Green.

SCENE II

12 o'clock at the bike shed. The class is all here. They are eating their sandwiches. Dennis is not here. But he's coming now. He's smiling.

- DENNIS: Right, Barbara. Here's my money.
BARBARA: Good. Now I have the money from everybody. Oh, the money is in my bag in the classroom.
SUSAN: Well, go and get it. Then we can see how much money we have got.
BARBARA: OK. *[She goes away.]*
PETER: I hate History.
MARTIN: Why?
PETER: It's so boring.
MARTIN: No, it isn't. It's exciting. Don't you think that it is interesting when Mr Clarke tells us about life at school in Rome?
PETER: Yes, that's OK. But I can't remember when those old things happened.
MARTIN: Can you remember what you had on your sandwiches last Wednesday?
PETER: Yes, of course.
MARTIN: I don't believe you! What did you have?
PETER: Tuna fish.
MARTIN: How can you be sure?
PETER: *[laughing]* I always have tuna fish on my sandwiches!

[Barbara comes back. She looks worried.]

SUSAN: What's the matter?
BARBARA: The money was not in my bag.
TOM: Great! Why didn't I buy my comic?
MARTIN: Now, wait! What do you mean?
BARBARA: The money was in my bag at the end of the lesson. It's not there now.
JOHN: That's impossible. Mr Clarke locked the door.
PETER: Yes, and nobody else has got a key.
SUSAN: Dennis, you were not here at 12 o'clock. Where were you?
DENNIS: Why?
SUSAN: Perhaps you know something about the money.
MARTIN: Yes, this morning you had no money. And now you gave Barbara your money for the present.
DENNIS: So?
JOHN: Where did you get the money from?
DENNIS: I don't want to say.
BARBARA: If you don't say then we must tell Mrs Green.
DENNIS: I don't want to say.
BARBARA: I think you took the money from my bag.
DENNIS: I didn't! That is a terrible thing to say.
TOM: Well, where did you get the money?
DENNIS: I don't want to say.
MARTIN: We must tell Mrs Green about it after lunch.

[The boys and girls all move slowly away from Dennis. He stands alone and looks very unhappy.]

DENNIS: Happy Christmas!!

SCENE III

After lunch, in the classroom.

MRS GREEN: Right, children, take out your maths books.
BARBARA: Mrs Green?
MRS GREEN: Yes, Barbara. What is it? Is your maths book at home?
BARBARA: No, Mrs Green. My maths book is here.
MRS GREEN: Fine, then what's your problem.
BARBARA: Yes, well. I don't know how to say this.
TOM: Why don't you tell Mrs Green that Dennis took the money for her present?
DENNIS: No, I didn't. That's not fair.
TOM: Where did you get the money from?
MRS GREEN: Stop, stop. What money?
SUSAN: We want to buy you a present for Christmas.

- MRS GREEN: Thank you very much.
- SUSAN: Yes, and all the boys and girls gave Barbara money. Dennis didn't have the money this morning at 9 o'clock. But at 12 o'clock he had the money.
- PETER: Yes, and when Barbara went to get the money from her bag, it was not there.
- MRS GREEN: Well, Dennis, where did you get the money?
- DENNIS: I don't want to say. But I didn't take it from Barbara's bag.
- PETER: That's easy to say.
- MRS GREEN: Look, Peter. I am going to talk to Dennis after school. Now how about maths? Open your books at page 57.

SCENE IV

In the classroom. All the children have gone home. Only Mrs Green and Dennis remain in the classroom.

- MRS GREEN: Well, Dennis. Tell me about the money.
- DENNIS: I don't want to.
- MRS GREEN: That doesn't help. All the boys and girls think that you took the money.
- DENNIS: But I didn't.
- MRS GREEN: Well, where did you get the money from?
- DENNIS: Well ...
- MRS GREEN: Yes?
- DENNIS: OK. My dad worked in Farner's factory.
- MRS GREEN: Yes, I know that.
- DENNIS: Last month they closed the factory. My dad has no job. So there is no money. I get no pocket money. But I wanted to give the money for your present. My mum works in a baker's. She can take the old cakes home. She gives them to me for lunch.
- MRS GREEN: Yes.
- DENNIS: There is a boy. His name is Roger, in class 7c. He pays me for the old cakes.
- MRS GREEN: But that is your lunch.
- DENNIS: I know.
- MRS GREEN: You must be hungry.
- DENNIS: Well ...
- MRS GREEN: Here is a bar of chocolate. Eat it.
- DENNIS: Thank you, Mrs Green. I didn't take the money. But I didn't want to tell the others that I had no money.
- MRS GREEN: I understand. But where is the money? Who has got the money?

[The door opens. A man comes in. He has got a monkey in his arms.]

MR HARRIS: Good afternoon. My name is Mr Harris. Are you Mrs Green?

MRS GREEN: Yes, I am.

DENNIS: Is that a real monkey?

MR HARRIS: Yes, it is. This is Candy.

DENNIS: Are you from the circus?

MR HARRIS: Yes, we are. And you are the boy who gives my elephant apples.

DENNIS: And your elephant eats homework!

MR HARRIS: Yes, well, I'm very sorry about that. But Candy here came to this school at lunch time and took a box. There was money in it and a piece of paper with Mrs Green's name on it and the school.

MRS GREEN: Now we know where the money went.

MR HARRIS: I'm very sorry. And I want to ask you if you can come to the circus tomorrow afternoon with the class?

DENNIS: Oh, yes, please.

MRS GREEN: Thank you very much. That is a great Christmas present.

6. A Christmas story

It was the 23rd of December and Timothy, twelve years old, and his younger sister, Jenny, six years old, were in the kitchen with their father, Mr Sanderson. It was tea-time. They were eating bread and jam.

"Where are the fish fingers? You said at breakfast that it was fish fingers for tea?" asked their father.

"Yes, well, I wanted to buy them after school but I forgot. When I remembered, the shops were closed", said Timothy.

"Dad, when is Mum coming home?" asked Jenny. "I miss her."

"We all do", answered her father. "But she is still very ill. The doctors don't know when she can come home."

"Well, Christmas is going to be terrible without Mum", said Timothy.

Mrs Sanderson was not well. One day, in the middle of November, she got a terrible headache. And the headache didn't go away. The doctors didn't know what the problem was. But they were very worried. Mr Sanderson went to the hospital every day after work. Timothy looked after Jenny and did the shopping and the cooking.

"Are we going to have a tree this year?" asked Jenny.

"Why?" asked Timothy. "Mum isn't here. She can't see it."

"But what about Father Christmas? Where can he put the presents when there is no tree?" asked Jenny with tears in her eyes.

"I don't believe in Father Christmas", said Timothy.

"Of course we are having a tree. I can buy one tomorrow after work. I can bring it home and then I can go to the hospital," said Mr Sanderson. "And of course there is a Father Christmas. That was only Timothy's joke, wasn't it, Timothy?" And Mr Sanderson looked at Timothy in a way that made Timothy say "Yes, yes, it was a joke. Father Christmas brings us our presents."

That evening when Jenny was in bed Mr Sanderson talked to Timothy. "I know a younger sister is not easy", he said. "But Christmas is a special time of the year. I know that you are unhappy that Mum is not here. But we must try to be happy for Jenny. That is what Mum says."

"What do the doctors say? And why can't I go and visit her?"

"You know that children can't go into the hospital. Mum misses you, too. But the doctors say that she needs a rest, no stress and no noisy children."

"Ah, Dad! I'm not noisy!"

"I know that but the doctors don't know it. So to be very sure, they say NO CHILDREN".

The next afternoon Timothy ran home from school. Was his father at home with the tree?

Timothy ran into the house. There was nobody there. "Oh, well, perhaps he is looking for a very nice one", Timothy thought to himself. He went to his neighbours to get Jenny. Because their Mum was in hospital she went there after school and he collected her when he came home.

"Everything ready for Christmas?" asked Mrs Patterson.

"Dad is bringing the tree home today", said Timothy.

"And the turkey?"

"Ah, yes, the turkey. I think Dad forgot about the turkey. I don't know if he can cook a turkey. It doesn't matter. I don't really like turkey", said Timothy. That was not true. Timothy loved turkey. But he didn't want to show Mrs Patterson that he was worried about a turkey. Fish fingers were nice, too!

Timothy and Jenny went home. Their father wasn't home yet. And there was no tree.

"I think that Dad forgot about the tree", thought Timothy. "What can I do? Dad said we must make Christmas nice for Jenny. I know. I can buy a tree. Jenny! Jenny! Where are you?"

"Upstairs, on the toilet", shouted Jenny.

"Well, hurry up. We are going into town to buy a tree", said Timothy.

"Oh, good. Then Father Christmas can put the presents under it."

The two children went into town and bought a little tree. Jenny wanted to buy a big tree but Timothy said it was too big to carry. They carried it home. It took a long time because they couldn't go by bus with a tree and Jenny couldn't walk very fast. They arrived home and went into the house. Their father still wasn't home. But when they went into the sitting room there was a big Christmas tree full of lights and other decorations.

"Ohhh ... It's lovely. Is it from Father Christmas?" asked Jenny.

"I think it is", answered Timothy. He didn't think that. He thought that his father put it in the sitting room when he was in town with Jenny. At that moment their father opened the front door. The two children ran to say hello and to tell him what was in the sitting room.

"Oh, dear, children", said their father before they could say anything. "I forgot the Christmas tree. The hospital rang up. Your mother can come home tomorrow. I'm really sorry about the tree."

Now Timothy didn't know what to think. The two children told their father about the tree in the sitting room. When Timothy thought about it he knew it was not a surprise from his father. His father couldn't decorate a tree! And their tree was beautiful. Under the tree was a turkey and lots of Christmas biscuits.

"Mum is coming home. We've got a tree and a turkey and Christmas biscuits. Perhaps there is a Father Christmas ..." thought Timothy before he happily went to sleep that night.

5. Aktuelle Fragen zur Landeskunde

Wie bei der *Fundgrube 1 für den Englisch-Unterricht* haben wir die Texte in diesem Kapitel in Englisch verfaßt und zwar wegen der "lehrerentlastenden Funktion" der Fundgrube. Wir wollen dem Lehrer/der Lehrerin nicht nur aktuelle Informationen, sondern auch die notwendigen Formulierungshilfen und das entsprechende englischsprachige Fachvokabular zur Verfügung stellen. Da Sie vielleicht die Texte im Unterricht einsetzen möchten, haben wir einige schwierigere Wörter schon übersetzt.

Wir haben Themen ausgewählt, die erfahrungsgemäß Schüler und Schülerinnen dieser Stufe interessieren und zu denen oft Fragen gestellt werden. Selbstverständlich stellen die einzelnen Teile nur einen Querschnitt durch alle möglichen Fragen dar.

Wissenswertes über Großbritannien und Nordirland

1. How democratic is Britain?

In the past, Britain was regarded (and not just by the British) as the "cradle* of democracy", but in recent years many people have begun to examine Britain's political system much more critically. Here are some of the main criticisms.

The voting system

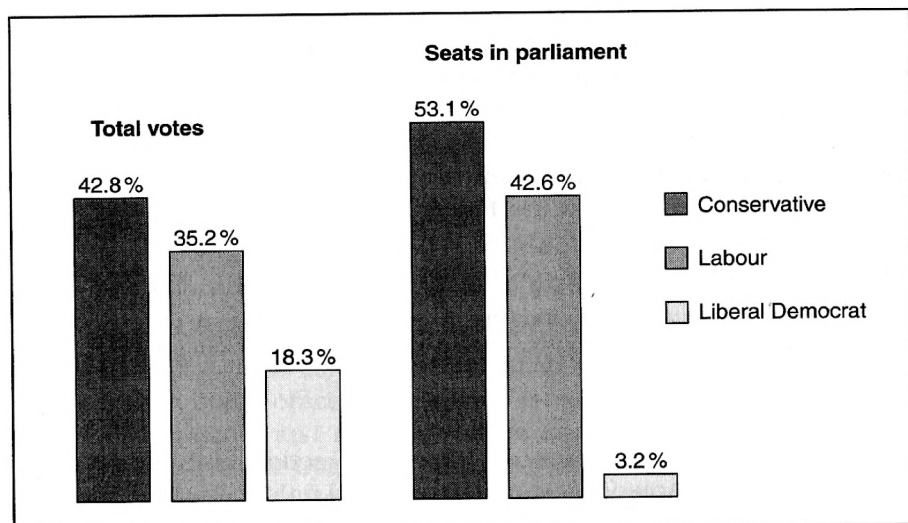
There are 650 constituencies* in the United Kingdom (523 for England, 38 for Wales, 72 for Scotland and 17 for Northern Ireland). In an election, the candidate, i. e. political party that gets the most votes becomes the Member of Parliament (MP) for a constituency or "seat". The system worked well enough in the past when there were usually only two political parties, but it's unfair when there are three or four parties, as is now often the case in modern elections. It means that very often the opinions of a majority* of voters are not represented at all. Here's an example of how easily this can happen: If you take an average inner-city constituency with 100,000 voters, only about 70% of them will vote in an election – that's 70,000 votes. Let's say that there are three parties, A, B and C, fighting the election. At the end of the election the results are:

Party A – 24,000 votes

Party B – 23,500 votes

Party C – 22,500 votes

Party A has a small majority and wins the election. This means that the MP for this constituency has been elected by less than a quarter of the voters.



Ergebnisse der 1992 General Election

cradle Wiege; constituencies Wahlkreise; majority Mehrheit

The “unwritten constitution”

Unlike most modern democracies such as Germany or the USA, Britain has no written constitution. However, books and articles on the British political system often refer to an “unwritten” constitution. The problem is that nobody is certain exactly what this is. It is generally regarded as a collection of laws, judges’ interpretations of these laws and various traditions about the way Britain is governed. But this collection is so vague that it is really meaningless. Some commentators* of the British political system often try to turn an obvious disadvantage into an advantage by saying that an “unwritten constitution” is much more “flexible” and therefore superior to a written constitution, which can become “obsolete”. But other political commentators say that this is absolute nonsense and that saying that the unwritten constitution is flexible is just another way of saying that the government can do whatever it wants and will always be right. A British comedian* once said that “... the unwritten constitution isn’t worth the paper that it isn’t printed on”.

constitution Verfassung; *commentator* Kommentator; *flexible* biegsam, nicht starr; *comedian* Komiker

The dictatorship* of Parliament

Many people in the USA and in Europe don't realize how powerful the British Parliament is compared to their own parliaments. Parliament in Britain means essentially* the House of Commons because the House of Lords is a colourful, but politically powerless debating club. They can delay* laws which have been made by the House of Commons, but they can't stop them. Because Britain has no written constitution there are no checks* on the power of the House of Commons. There is no constitutional court like the one in Karlsruhe which can declare that laws are "illegal", i. e. "unconstitutional*", there are no federal states or a president with independent powers that can oppose* Parliament. There's nothing that the House of Commons can't do – whatever it does is always "legal".

dictatorship Diktatur; *essentially* im wesentlichen; *delay* verzögern; *check* Kontrolle; *unconstitutional* verfassungswidrig; *oppose* widersprechen, bekämpfen

The freedom of the press

Britain is a very secretive* country. There's no freedom of information law as in the USA. The American people have a legal right to know, but not the British. So it's much harder for reporters to uncover* a government scandal or a misuse* of power. Besides withholding information, the government can also stop the publication of anything which they consider embarrassing by sending the newspaper (or radio or TV station) a "D-Notice" which then makes it illegal to publish the article. (The punishment* for ignoring a D-Notice is severe: the newspaper can be closed down and the reporter or the editor can be sent to prison after a trial "in camera", i. e. where there are no witnesses.) The government doesn't need to give any reason except that the article "... might be against the national interest." This is all perfectly legal because the House of Commons passed two laws – the Official Secrets Act and the Anti-Terrorism Act – which say that it is legal.

In a recent discussion in a BBC radio programme about the press, a journalist pointed out that there are no tabloids* of the British kind in countries such as the USA, Germany and the Netherlands because these countries all have an open style of government and freedom of information laws. This makes it unnecessary for journalists to be aggressively investigative and always assume the worst.

But Britain is now a part of Europe and the ties with other European countries and the media in these countries are closer. So British scandals can be uncovered by the European media. A good example of this is "Spycatcher". This was a book written by a former British secret service

agent. In it he revealed*, among other things, that the secret service had broken into buildings, placed illegal "bugs*", spied on a former prime minister (Mr Wilson), and interfered in elections to the advantage of the Conservative Party. The British government was able to stop the book being published in Britain, but they couldn't stop it being published in other countries in Europe. And they couldn't stop these books from being sold in Britain. The European press also wrote about what was in the book and how the British government was desperately* trying to prevent these scandals from being uncovered. And the British press could then report what newspapers in other countries were saying.

secretive verschwiegen, heimlichtuerisch; *uncover* aufdecken; *misuse* Mißbrauch; *punishment* Bestrafung; *tabloid (newspaper)* kleinformatige Bildzeitung, Boulevardzeitung; *reveal* offenbaren; *bug* "Wanze", Abhörmikrofon; *desperate* verzweifelt

2. What advantages does the British political system have?

There's a much clearer division* in Britain between the people who make the laws and those who administer* them than in other European countries. Civil servants*, police officers and judges (as well as criminals, archbishops, the mentally insane* and members of the Royal Family) can't become a Member of Parliament. Compare this to Germany, where most members of the Bundestag are state employees and civil servants. Remember too that in Britain police officers, judges and teachers aren't civil servants.

division Trennung; *administer* verwalten; *civil servants* Beamte; *the mentally insane* die Geistesgestörten

3. Why are members of the Conservative Party sometimes called "Tories"?

In eighteenth century Britain there were no political parties in the modern sense, but there were two "factions*" who competed for political power: the Whigs and the Tories. These names were originally terms of abuse – "tory" was the Irish Gaelic word for an outlaw and "whiggamore" was the Scottish Gaelic word for a rebel. In the nineteenth century the Tories and the Whigs evolved into the Conservative and Liberal parties.

faction Fraktion, Interessengruppe; *terms of abuse* Schimpfwörter

4. What other political parties are there in the United Kingdom?

The two largest parties are the Conservative Party and the Labour Party. In 1988 the Liberal Party and the Social Democratic Party (SDP) joined together to form a new party – the Liberal Democrats. The Liberal Democrats are

the only important British party who would like to reform the voting system (which is to their disadvantage) and introduce proportional representation*. In Northern Ireland the Ulster Unionists and the Ulster Democratic Unionists are allies of the Conservative Party. Their opponents are the SDLP (Social Democratic and Labour Party) and Provisional Sinn Fein. The SDLP supports the ideal of a united Ireland, but only as the result of a consensus* between the catholic and protestant communities. It's against violence and doesn't support the IRA (Irish Republican Army). In Parliament the SDLP often supports the British Labour Party. The Provisional Sinn Fein (Irish Gaelic for "we ourselves") is more radical. It supports violence and the IRA. In the general elections of 1983 and 1987 a Provisional Sinn Fein candidate, Gerry Adams, won a seat in the British Parliament. Although Mr Adams had been elected as the MP for West Belfast, he refused to go to the House of Commons in London because his party doesn't accept the authority of the British Parliament in Northern Ireland. In Northern Ireland the Provisional Sinn Fein is very powerful in local government.

There are also two nationalist parties in Scotland and Wales that want independence from Great Britain: the SNP (Scottish National Party) and Plaid Cymru (Welsh for "The party of Wales"). Both parties have been allies in Parliament since 1986.

There are, of course, other small parties. One of the most well-known in Britain was the Monster Raving Looney Party (MRLP) founded by Screaming Lord Sutch, a pop singer. He took part in many general elections but he was never elected and he lost his deposit every time. (A deposit is a sum of money which all the candidates in a general election must pay to show that they are serious candidates. If they win 5% or more of the votes in a constituency, the money is returned. And if they don't, it isn't.) However, the Monster Raving Looney Party has actually won elections in local government.

In an election, the candidates who belong to a political party have the best chance of winning a seat in Parliament. But "independent" candidates who don't belong to any political party sometimes win constituency elections. A candidate can also form his or her own party. In an election for the European Parliament in June, 1995, Richard Huggett called himself a "Literal Democrat". He got more than 10,000 votes from people who probably thought that they were voting for the Liberal Democrats. The real Liberal Democrats lost the election by only 700 votes. They were very angry with Mr Huggett and took him to court*, but the High Court judges said that Mr Huggett had the right to call his party any name he liked. They said that British law "... does not prohibit* candidates – out of spite* or a wicked sense of fun – from describing themselves in a confusing way". After this verdict* Alan Cornish, a Liberal Democrat, founded a party which he called

the Conservative Party. The new party hasn't taken part in any elections yet. Mr Cornish said that he just wanted to show "... that the law is an ass*".

proportional representation Verhältniswahlssystem; *consensus* Konsens, Übereinstimmung; *take sb. to court* gegen jmdn. einen Gerichtsprozeß führen; *prohibit* verbieten; *spite* Boshaftigkeit, Gehässigkeit; *verdict* Urteilsspruch; *ass* Esel

5. What are "Eurosceptics"?

This is a term used to describe people, usually politicians, who are sceptical about some aspects of the European Community. They don't want to take Britain out of the Community, but they're suspicious of* European laws which would apply to* all countries alike without taking the special circumstances* of each individual country into account. They are also opposed to complete integration into Europe, they feel that Britain should retain its national "identity". There are Eurosceptics in all the countries of the European Community, of course. In Britain most Eurosceptics, but not all, belong to the Conservative Party.

In the past, the British Parliament wasn't subordinate* to any other authority and the Eurosceptics find it difficult (or even impossible) to accept a higher authority such as the European Parliament. A good example of this is the issue of border controls. With the Single European Act the European Parliament intends (over an indefinite period) to abolish* all border controls between member states. In 1985, the British prime minister, Mrs Thatcher, said she would veto the Single European Act unless Britain was allowed to keep its passport checks and control of immigration. The other European countries agreed to let Britain keep its border controls for a certain number of years. This was intended as a postponement* and not an exception. There are now no border controls between most of the older member states of the European Community (France, Germany, Spain, Portugal, the Benelux countries, Italy and Greece). But the British government still refuses to give up border controls. Why? Because, they say, Britain is an island and enjoys an island's natural advantages in the fight against crime, drugs, terrorism and illegal immigration. Why should we give this up? They are also worried that dangerous diseases such as rabies* (which doesn't exist in Britain) will spread to Britain. And it isn't just the British government that thinks like this, Denmark and Ireland also want to keep their border controls and for the same reasons.

be suspicious of mißtrauen; *apply to* sich anwenden lassen auf; *circumstances* Umstände; *subordinate* untergeordnet; *abolish* abschaffen; *postponement* Verschiebung; *rabies* Tollwut

6. Is the British government doing its best to solve the problem of Northern Ireland?

Well, opinions are divided on this. Some political commentators have criticized the British government for its dogmatic refusal to negotiate* with the IRA until they give up their weapons. But the IRA are equally dogmatic that they won't give up their weapons before a settlement is reached which they can accept. The IRA also demand the release* from British prisons of what they call "political prisoners". But the British government refuses. These aren't political prisoners, they say, these are terrorists and criminals. Some critics also point out* that a Conservative government needs the support of the Unionist parties in Northern Ireland, especially if they only have a small majority in the House of Commons. Under these circumstances, they say, a Conservative government won't risk offending the Unionists. What everyone agrees about is that the problem of Northern Ireland is difficult and complicated. But some things have changed for the better and the conditions for peace are now (in 1996) better than they ever were. The British government is prepared to share some of its authority in Northern Ireland with the Republic of Ireland. The IRA and the protestant terror organisations realize that they won't achieve* their aims with violence and that they must negotiate, and both the protestant and the catholic communities in Northern Ireland want peace.

So if everyone wants peace, where's the problem? Well, there's a constitutional issue – over 50% of the people in Northern Ireland want to remain British. This must be taken into account* in any settlement. Many protestants in Northern Ireland claim that the Republic of Ireland is controlled by the Catholic Church and that it's socially backward* and that protestants would be discriminated against. This is an exaggerated* claim, but in the past there was some truth in it. But it isn't true today. Since it joined the European Community, the Republic of Ireland has changed from a rural, agricultural society to an urban*, industrial one. And the political power of the Catholic Church is no longer as great as it once was. A good example of this was the 1995 referendum in the Republic on whether divorce should be allowed. Although the Catholic Church vehemently opposed it, there was a majority in favour of* changing the law and allowing divorce. It's still illegal in the Republic of Ireland to buy or sell (or even use!) contraceptives*, but there are signs that this will soon change, too.

At the time of writing this text (June, 1996) a peaceful settlement seems in sight, even if the process is moving more slowly than many people would like. The US government is now taking an active part in the peace process and this has been welcomed by all the participants. Perhaps by the time you read this there will no longer be a problem in Northern Ireland.

negotiate verhandeln; *release* Freilassung; *point out* hinweisen auf etwas; *achieve* erreichen; *take into account* berücksichtigen; *claim* behaupten; *backward* rückständig; *exaggeration* Übertreibung; *rural* ländlich; *urban* städtisch; *divorce* Scheidung; *be in favour of* für etwas sein; *contraceptives* Verhütungsmittel

7. How popular is the Royal Family in Britain?

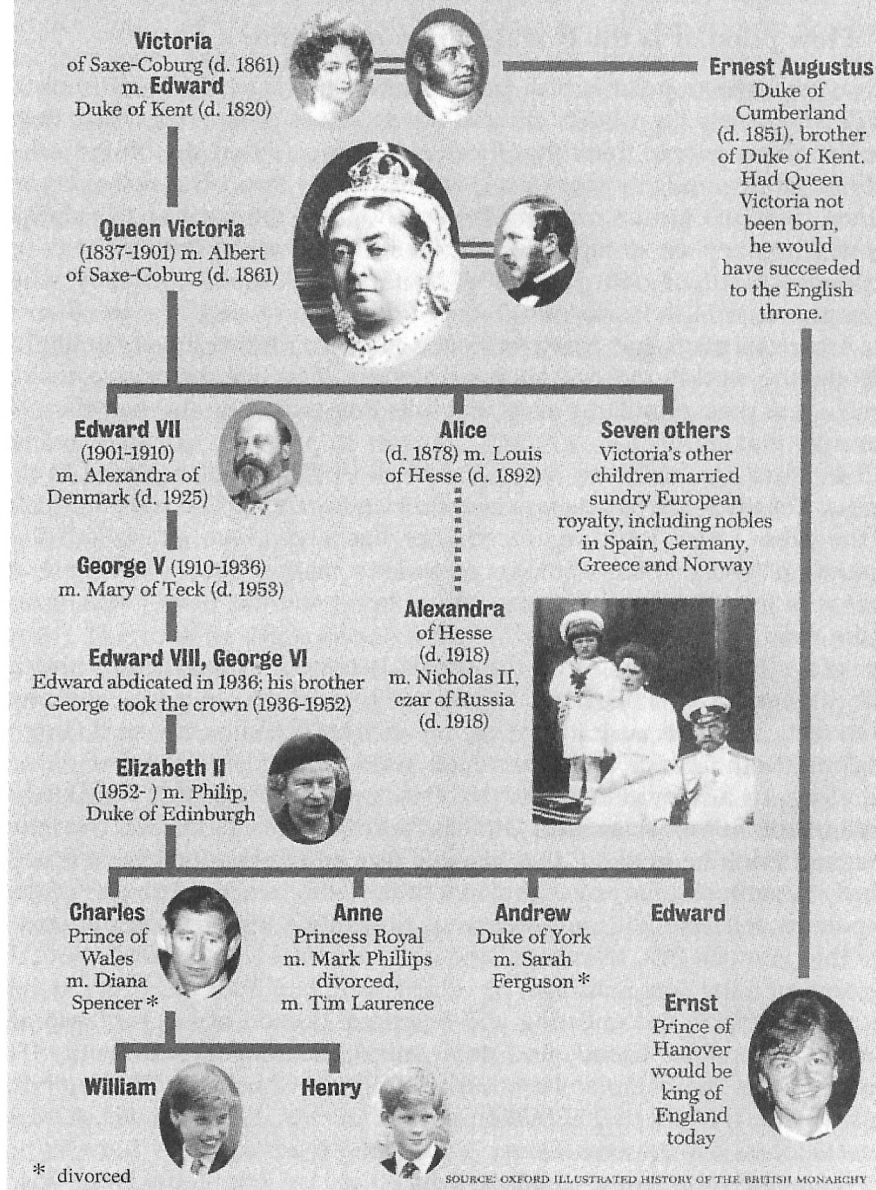
If you read any popular British tabloid newspaper such as *The Sun* or the *Daily Mirror* you'll probably find an article about a member of the Royal Family. Some people think that these newspapers often go too far – they publish stories and photographs that are in bad taste. But not everyone agrees. This isn't just an ordinary family, they say, the public has a right to know what they are doing. They also point out that the Royal Family use the media for their own purposes*, so they can't really complain when newspapers publish stories which they find embarrassing*. As an editor of the American magazine *Newsweek* once said, the British Royal Family has become the world's most popular soap opera. And like the characters in a soap opera their popularity rises and falls depending on the part they are currently playing.

A few years ago, Princess Anne and Mark Philipps, her husband at that time, were the major characters in a marriage scandal. There were articles in the press about loud arguments, her husband's love affairs and their separation* and divorce. Princess Anne later married again, but there are now very few stories in the press about her – she has been "written out" of the soap opera.

Her place has been taken by the drama between Prince Charles and his wife, Princess Diana. The breakdown* of their marriage is an even more interesting story because it's about a man who could be the next King of England. Both Charles and Diana have used the media to tell their side of the story. In a television interview, Prince Charles admitted that he had been unfaithful* to Diana with Camilla Parker Bowles. In this interview and in a later book he implied* that his wife was empty-headed and psychologically disturbed*. Many people sympathized with him and Princess Diana's popularity fell. She got her revenge in November, 1995, when she gave a live interview on BBC television. She was very frank*. She talked about the "agony" of a loveless marriage, her illness (she had bulimia, a very serious eating disorder*), the uncaring and heartless attitude of her husband and the intrigues of his friends and other members of the Royal Family. She admitted that she had also been unfaithful to her husband. The interview was watched by about 200 million people in over 100 countries. It was a great success for Princess Diana. Most people admired her honesty and bravery – her popularity went up, Prince Charles' popularity went down. But why are Prince Charles and Princess Diana using the media to reveal

England's Royal Tree

Queen Victoria was the mother of modern European royalty. Had she been illegitimate, as a new study charges, power would have passed through the Duke of Cumberland.



Family tree of the Royal Family – © Newsweek, July 24, 1995, Newsweek, Inc.
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such embarrassing details of their private lives? Most journalists think that there is more to it than just revenge. What they are really doing is asking the British public to decide who should be the next king. Prince Charles wants to be king, but Princess Diana doesn't think that he would be a good king. She wants their eldest son to be the next king and she wants the public to make the decision and not the Royal Family.

Nowadays* not even dead monarchs are safe from scandal. In their book "Queen Victoria's Gene" two British academics, Malcolm Potts and his brother William, claim that Queen Victoria was illegitimate. Her male descendants* suffered from haemophilia*. Her husband, Prince Albert, didn't have it, so the gene for this disease had to come from Victoria. But none of her ancestors* had haemophilia, so where did it come from? The only answer, say the Potts brothers, is that Victoria wasn't the daughter of the Duke of Kent. Her mother must have had an affair with another man and Victoria was the result. If the Potts brothers are right, Prince Ernst of Hanover should be on the throne and not Elizabeth II.

purpose Zweck; *embarrassing* peinlich; *separation* Trennung; *breakdown* Zerrüttung; *unfaithful* untreu; *imply* andeuten, durchblicken lassen; *disturbed* gestört; *revenge* Rache; *frank* offen, aufrichtig; *eating disorder* Eßstörung; *nowadays* heutzutage; *descendants* Nachkommen; *haemophilia* Bluterkrankheit; *ancestors* Vorfahren

8. What are the differences between Scotland and England?

England and Scotland have been united since the Act of Union in 1707, but Scotland has kept its old traditions and its identity and there are some major differences between England and Scotland.

Language

Scottish-Gaelic is still spoken in the Highlands and Islands of Scotland, but only about 82,000 people have Gaelic as their mother-tongue*, the rest speak English. But if you visit Scotland, you'll notice that the Scots speak English with a Scottish accent. (People in Scotland are Scottish or Scots, but never Scotch – only things are Scotch: Scotch whisky, Scotch tape, Scotch terriers etc.)

The Scottish accent varies a lot between the south of Scotland (the Lowlands) and the north of Scotland (the Highlands) and between big cities such as Edinburgh and Glasgow. Many English people think that the Scottish accent is because of Scotland's Gaelic history, but it's really an old dialect of English – the kind of English that was once spoken in Northern England.

About a thousand years ago "England" included most of the Lowlands of Scotland. William the Conqueror, the Duke of Normandy, defeated Harald

Godwinson, the last Saxon King of England, in 1066 and became the new king. But the North of England resisted* the invaders and it took the Normans 80 years of hard fighting to reach Newcastle in Northumberland. They tried to go further, but after several defeats* they gave up and "England" ended at the River Tweed. The old Saxon part of England on the other side of the river became Scotland. There was no exact border between Norman England and Scotland and this area – the Borders – was fought over for many centuries until the present border was agreed on in 1603.

mother-tongue Muttersprache; *resist* Widerstand leisten; *defeats* Niederlagen

Administration*

The Secretary of State for Scotland is a member of the British government and his or her office is in London. But there is a separate government department for Scotland called the Scottish Office. This is the Scottish civil service and its headquarters* is in Edinburgh. There are special departments responsible* for agriculture and fisheries, education, environment, home affairs, health, and industry.

administration Verwaltung; *headquarters* Hauptquartier; *responsible* verantwortlich

Money

In England and Wales only the Bank of England can issue* banknotes, but in Scotland several banks have this right. So although the currency* (£ = pound sterling) is the same, Scottish banknotes look different to English ones. If you travel through Scotland, it's fun to see how many different kinds of banknotes you can collect. Scotland also has its own £1 coin. But be careful, many shops in England won't accept Scottish money, although all British banks will.

issue in Umlauf setzen; *currency* Währung

Education

The Scots are rightly proud of the long tradition of education in Scotland. They have had a national system of primary schools* (for pupils from 5 to 10 years) since 1560. (A national system of primary education wasn't established in England until 1870.)

As in England and Wales, almost all Scottish secondary schools* (for pupils from 11 to 16 years) are comprehensive schools*. However, they have their own curriculum* and are administered by the Scottish Office and not by the Ministry of Education in London.

In recent years there have been some tensions* between the British government and the department of the Scottish Office responsible for

education. Secondary schools in England and Wales can “opt out” – if a majority of parents wish it, the school can be controlled directly by the Ministry of Education instead of the local education authority (LEA). This obviously reduces the power of local government and increases the power of the central government. The British government would also like Scottish schools to opt out, but the Scottish Office is resisting this. They are also resisting a common national curriculum for the whole of Britain. The Scots see this as an attempt by the Conservative-controlled government to sabotage their schools and reduce Scottish independence.

primary school Grundschule; *secondary school* eine Schule der Sekundarstufe I; *comprehensive school* Gesamtschule; *curriculum* Lehrplan; *tensions* Spannungen

Law

Scotland has a different tradition of law than England. Scotland's law tradition is closer to European law. In England the verdict* of a court* must be either “guilty” or “not guilty”, but Scottish courts have a third option: “not proven*”. This is the verdict when the judge and the jury (in Scotland 15 people, in England 12) think that there isn't enough evidence* to say that a person is guilty, but they aren't sure that they're not guilty, either.

verdict Urteilsspruch; *court* Gericht; *not proven* nicht bewiesen; *evidence* Beweismaterial

Special days

The Scots have two special days: St Andrew's Day on November 30th and Burns Night on January 25th. St Andrew is the patron saint of Scotland and the St Andrew's Cross is the Scottish flag – it forms the white, X-shaped part of the Union Jack.

Robert Burns (1759–96) is Scotland's greatest and most popular poet. On Burns Night it's a tradition to eat a special meal and read his poems aloud. For most English people, Burns' poems are difficult to understand:

A prince can make a belted knight,
A marquis, duke, and a' that;
But an honest man's aboon* his might,
Gude faith he mauna* fa' that!
For a' that, and a' that,
Their dignities, and a' that,
The pith o' sense, and pride o' worth,
Are higher rank than a' that.

aboon above; *mauna* must not

Here's a typical Burns Night menu:

<i>Cocktail:</i>	<i>Atholl Brose</i>
<i>Soup:</i>	<i>Cock-a-Leekie</i>
<i>Main course:</i>	<i>Haggis</i>
<i>Dessert:</i>	<i>Typsy Laird</i>

Haggis is a very complicated dish, but the others aren't too difficult. If you'd like to try them, here are the recipes:

Atholl Brose

3 heaped tablespoons oatmeal*
4 tablespoons heather honey
whisky

Mix the oatmeal with some water – just enough to make a thin paste. Leave this to stand for an hour and then strain the paste through a sieve*. Add the honey. Pour the liquid into a large bottle (at least one litre) and fill up with whisky. Cool for two hours. Shake well before serving.

oatmeal Hafermehl; *sieve* Sieb

Cock-a-Leekie soup

1 chicken
1 bay leaf*
500 g leeks, cleaned and cut into 2 cm pieces
2 litres of stock*
2 tablespoons of long-grain rice

Put the chicken into a large pan with the bay leaf, the leeks and the stock. Bring to the boil and then skim* the surface. Reduce the heat, cover the pan and simmer* for about 3 hours. Remove the chicken (use it for something else) and the bay leaf and skim off any fat from the surface of the soup. Now add the rice and simmer the soup for another 30 minutes. Add salt and pepper to taste.

bay leaf Lorbeerblatt; *stock* Brühe; *skim* abschöpfen; *simmer* köcheln

Typsy Laird

6 sponge cakes*
250 g raspberry jam*
the grated rind of a lemon
about 60 g ratafia biscuits*
150 ml sweet sherry (or fruit juice)
2 tablespoons Drambuie
4 egg yolks*
600 ml milk

2 tablespoons sugar
a dash* vanilla essence

150 g double cream

flaked browned almonds*, glacé cherries and angelica*

Cut the sponge cakes into halves and spread each half with raspberry jam. Place them in a glass dish. Crush the biscuits and scatter them over the sponges with the lemon rind. Mix the sherry and the Drambuie together and pour over the sponges.

Beat the egg yolks and the sugar together. Warm the milk and stir it into the eggs. Put the liquid back into the milk pan and stir it over a very low heat until it thickens*. Pour it over the sponges in the dish and put the dish into the fridge and leave overnight.

Next day whip* the double cream and add a little Drambuie. Cover the sponge with the whipped cream and decorate it with the almonds, cherries and angelica.

sponge cake Sandkuchen, Rührkuchen; *raspberry jam* Himbeerkonfitüre; *ratatfia biscuits* Löffelbiscuit; *egg yolk* Eigelb; *dash* Spritzer; *flaked browned almonds* Mandelblättchen; *angelica* kandierte Engelwurz; *thicken* andicken, sämig werden lassen; *whip* schlagen

9. What's the difference between the whisky made in Scotland and that made in other countries?

Only whisky is made in Scotland, if it's made in another country it's spelled with an "e": whiskey.

Scotland produces two types of whisky: whisky made from grain (mostly maize, but wheat and oats can also be used) and whisky made from malted barley*. When a whisky is made only from malted barley and comes from only one distillery it's called a "single malt" whisky. If malt whiskies from more than one distillery are used, it's a "malt" whisky. Many distilleries produce malt whisky and they all have a different flavour*.

Whisky made from grain has a more neutral flavour. It's also easier to produce than malt whisky and cheaper. Although single malt whisky is becoming more popular, most of it is used to mix with grain whisky. This process is called "blending" and whisky made this way is called "blended" whisky. In a blended whisky there may be as many as 30 or even 40 different malt whiskies and six or seven different grain whiskies. Blended whisky is the most popular type of whisky because it has a "lighter" flavour than most single malts and the blending process guarantees that it always tastes the same. A good quality blend can contain about 50% malt whisky, a cheaper blend perhaps as little as 20%.

Before it can be sold, whisky must be "matured" or "aged". The raw whisky is put into oak barrels* and stored* for at least three years, sometimes much

longer. This gives the whisky colour and improves the flavour. But whisky isn't like wine – once it's bottled it doesn't mature further.

If you order a whisky in a Scottish pub, it will be served at room temperature. There are always jugs of water on the bar and on the tables so that customers can add a dash* of water if they wish. The American custom of drinking whisky with lots of ice is regarded as barbaric. Worldwide, the most popular brand of Scottish whisky (often called Scotch) is Johnnie Walker. The original Johnnie Walker (1805–1859) owned a grocery store in Kilmarnock. He also sold whisky and he was one of the first people to mix different kinds of whiskies together and make a blended whisky. His blended whisky was a big success and "Johnnie Walker" is still blended and bottled in Kilmarnock.

The whiskies made in Ireland, the USA and Canada have a very different flavour. The whisky is made by a different process and mostly (or entirely) from maize. Sometimes a little rye* is added to the maize. Americans often call the whiskey made in the USA "Bourbon". The name comes from Bourbon county in Kentucky where the maize used in the whiskey was (and still is) grown. The thing that puzzles most Scots is that there are no distilleries in Bourbon county and although it isn't illegal to make whisky in Kentucky, it is illegal to buy, sell or drink it in most of Kentucky's counties. The whiskey which comes closest to Scotch is made in Japan. Japanese whiskey has a very good reputation and this isn't surprising as the first whisky-makers were trained in Scotland and the first Japanese distilleries were built by Scottish firms. The Japanese use the same process as in Scotland. They produce malt whiskies made from malted barley which are sold either as malt whiskies or blended with grain whiskies.

The Japanese whisky firms are very proud of their links with Scotland. The first man in Japan to make whiskey was Masataka Taketsuru. He went to Scotland as a young man in 1916 and studied chemistry at Glasgow University. He fell in love with Scotland, whisky and a local girl. In 1918 he became an apprentice* at The Glenlivet distillery. In 1921 he returned to Japan with his Scottish wife and started the first Japanese whiskey distillery. The first Japanese whiskey from this distillery, Suntory, was sold in 1926 and was a big success in Japan. There are now several distilleries in Japan and they still send young people to Scotland to be trained.

malted barley Malzgerste; *flavour* Geschmack; *oak barrels* Eichenfässer; *stored* gelagert; *dash* Spritzer; *rye* Roggen; *apprentice* Lehrling, Azubi

10. Might Scotland leave the United Kingdom?

There is now more tension between Scotland and the British government than in the recent past. Most political commentators agree that this is the

fault* of the Conservative government, who has reduced the powers of local authorities in Britain. In Scotland this is seen as an attack on their traditional independence.

A poll* in October 1995 showed that 30% of the Scottish people would vote for the Scottish National Party (SNP), who want independence from the United Kingdom. Only 13% of Scots would vote for the Conservatives and 44% for the Labour Party. The Labour Party is very worried because previous polls had given them almost 60% of the votes.

Why the sudden change? One reason is the American film "Braveheart" which started in Scottish cinemas on September 3rd, 1995. The film is about a famous Scottish hero and rebel, William Wallace (1270–1305) and his fight against the English.

Not surprisingly, this film has been a great success in Scotland and has stirred national passions. The SNP has taken advantage of this. "All people live off the myths of history", says SNP leader Alex Salmond. The SNP hands out* leaflets at cinema exits which say: "You've seen the film. Now face the reality." After only three weeks of this campaign more people became members of the SNP than in all of 1994.

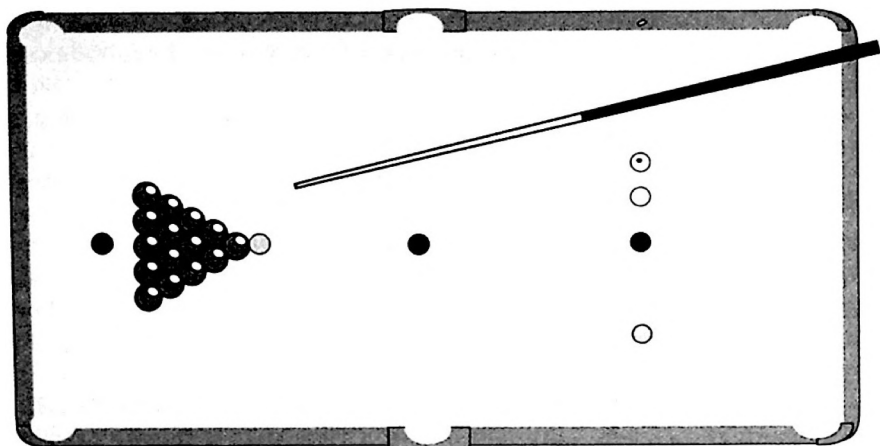
British politicians now take the idea of Scottish independence much more seriously than in the past. Now only the Conservative Party rejects* the idea of an elected regional parliament for Scotland. If the Labour Party wins Britain's next election, they have promised to establish a Scottish Parliament. The SNP (and the Conservatives, of course) see this as just another step towards full independence.

fault Schuld, Verschulden; *poll* Meinungsumfrage; *hand out* verteilen; *reject* ablehnen

11. I've seen snooker on television. What are the rules?

There's a story that snooker was invented in India in 1875 by a very bored group of army officers in a very lonely outpost*. The game became quite popular in clubs throughout Britain, Australia and Canada, but it only became a mass spectator* sport in the mid-1970s when television companies discovered that people enjoyed watching it. Snooker is now the most popular TV sport in Britain – more people now watch snooker than any other sport, including soccer.

In the last ten years or so, snooker has become an international sport and is also becoming popular in Germany, especially among young people. It's exciting to watch and play because it combines hand-and-eye skill with tactical skill. It's also a game that women can play just as well as men, if not better! Nearly 60% of new players in Europe are young girls between 11 and 18.



But like every other game, you must understand the rules in order to play it or enjoy watching it. Before we explain the rules, let's see how the balls are set up* at the beginning of a game and the values of the various colours:

- To start, the first player places the white cue ball anywhere in the "baulk" – this is the D-shaped area on the baulk line. He or she must hit the white ball with a cue so that it hits one of the reds at the top of the table.
- If one of the reds falls into a pocket, the player can continue with one of the "higher" colours (yellow, green, brown, blue, pink, black) and try to knock it into a pocket with the cue ball. If the coloured ball falls into a pocket, it's returned to its spot on the table (the reds stay in the pockets) and the player continues with a red ball ... and so on. This is called a "break" and the player receives the value of the balls that he or she has "potted" (= knocked into a pocket).
- A break ends when a ball, either red or one of the other colours, doesn't fall into a pocket. Then it's the turn of the other player, but the white cue ball stays where the previous player left it.
- Unlike pool billiard, mistakes in snooker are punished* – the break is over and the other player is given at least 4 points. Here are some common* mistakes:
 - the cue ball misses all the balls (– 4 points).
 - Instead of a red ball, it hits a colour (– 4 points for yellow, green and brown, – 5 points for blue, – 6 points for pink and – 7 points for black).
 - After hitting a ball, the cue ball falls into a pocket (– 4 points if the last ball it touched was red, yellow, green or brown, – 5 points for blue, – 6 points for pink and – 7 points for black).

- The cue ball hits the wrong “higher” colour (– 4 points for yellow, green and brown, – 5 points for blue. ... – you’ve probably got the idea by now!)
- The wrong ball falls into a pocket (– 4 points for ... etc.).
- If a break ends because the cue ball has fallen into a pocket, the next player starts by taking it out of the pocket and placing it anywhere in the baulk.
- The game goes on like this until there are no more reds left on the table. The remaining balls must be potted in the order of their value: yellow (2), green (3), brown (4), blue (5), pink (6), and black (7).
- A tie-break: If both players have the same score at the end of the game, the black ball is put back on its spot and the players take turns in trying to pot it from baulk.

Tactics are very important in snooker and you must think ahead. Which ball should you choose? How should you hit it? Where will the cue ball go then and is this good or bad? If you listen to the commentator during a game of snooker, you’ll probably hear the terms “safety-play” and “snooker”. These are the two most important tactics. The aim of safety-play is to make things as difficult as possible for the player who must follow you. For example, if you don’t think you can pot a ball, you can play so that the cue ball finishes on a cushion or in front of another ball and as far away as possible from the nearest red ball that could possibly be potted.

A snooker is the ultimate safety-play. This is where the cue ball finishes behind one of the higher colours, so that the next player hasn’t got a direct line to a red ball and must try to hit a red ball by playing the white ball off one or more cushions. Of course, it’s also possible to “snooker” yourself: you pot a red ball, but the white ball goes behind one or more of the remaining red balls and you can’t see any of the higher colours. What happens now? You must “nominate” a ball – you must say which colour you intend to hit, blue for example. You must then try and hit the blue ball with the cue ball by playing off one or more cushions. If you miss ... yes, that’s right, your break is over and the next player gets 5 points. Yes, snooker can also be a very frustrating game. Always remember that snooker is a game for gentlemen and gentlewomen. If you’re feeling frustrated, you mustn’t jump up and down, throw the balls around, break the cue (especially not over your opponent’s head), scream, shout or swear. But putting your cue down quietly and calmly leaving the room and screaming outside is allowed.

outpost Vorposten, Stützpunkt; *spectator* Zuschauer; *set up* aufstellen; *are punished* werden bestraft; *common* häufig

Wissenswertes über die USA

1. Are “British gallons” and “US gallons” the same?

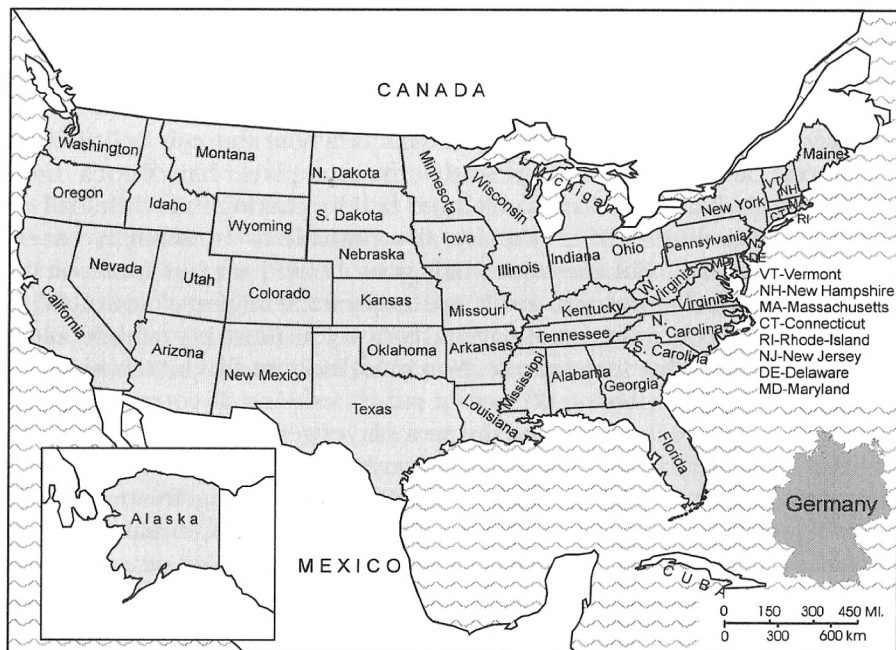
No, they are not. A British – or “Imperial” – gallon is bigger than a US gallon. One British gallon is equivalent to 1.2 US gallons or one US gallon is 0.83 British gallons, however you care to look at it.

For some reason that we have been unable to find out, US measure is the same as Imperial measure with the single exception of liquid capacity:

	Imperial	US	Metric
4 gills (gl.)	1 pint (pt.)	1.201 pints	0.568 l
2 pints	1 quart (qt.)	1.201 quarts	1.136 l
4 quarts	1 gallon (gal.)	1.201 gallons	4.544 l

By the way, Imperial measure is used throughout the Commonwealth with the exception of Canada, which uses US measure.

2. How big is the USA compared with Germany?



USA mit Deutschland zum Vergleich

The total area of the USA is 9,809,431 sq km, which makes it just over 27 times bigger than Germany (356,798 sq km).

Other interesting comparisons are: The USA is

about $\frac{1}{3}$ the size of Africa

about $2\frac{1}{2}$ the size of Western Europe

(Western Europe of the old "iron curtain")

slightly bigger than Brazil

slightly smaller than China

The biggest state is Alaska with an area of 1,700,138 sq km, which is about 4.8 times the size of Germany. The smallest is Rhode Island, which isn't much bigger than the Saarland and about a tenth the size of North Rhine-Westphalia.

3. Is it true that America has only got two public holidays?

No, this is untrue. (You can't help wondering where these delusions about America come from. Another favourite myth dear to European hearts is that America hasn't got any "real countryside", whatever that may mean.)

America has ten national public holidays and several state ones. The ten national holidays are:

– New Year's Day	fixed date
– Martin Luther King, Jr. Day	3rd Monday in January
– Presidents Day	3rd Monday in February
– Memorial Day	last Monday in May
– Independence Day	fixed date: 4 July
– Labor Day	1st Monday in September
– Columbus Day	2nd Monday in October
– Veterans Day	fixed date: 11 November
– Thanksgiving Day	4th Thursday in November
– Christmas Day	fixed date

Here are a few more remarks about American public holidays, in date order where possible:

- As in the UK, most American public holidays fall on a Monday. This is to give people the benefit of a long or "stretched" weekend. Other than the obvious exceptions of Christmas Day and New Year's Day, only Independence Day and Veterans Day have fixed dates. It is important to say here that when these "fixed date holidays" happen to fall on a Saturday or Sunday, then the following Monday is automatically a holiday. This is also the case in the UK and Ireland, but not of course in Germany.

- The most recent public holiday is **Martin Luther King, Jr. Day**, which was declared a national holiday by President Reagan in 1983. This was harshly criticized by some conservatives, who said that M. L. King had divided the American people. To this extent, it was “unsuitable” to honour his memory in this way.
- **Presidents Day** honours two presidents, George Washington and Abraham Lincoln, both of whom were born in February – Washington on the 22nd and Lincoln on the 12th.
- Initially, **Memorial Day** honoured soldiers of the Union or Northern States – not, however, those of the rebel South – who died in the Civil War (1861–1865). Since then Memorial Day has been widened to honour all American soldiers who died while serving their country, whether in war or peace.
- **Independence Day** is best seen as America’s birthday. It is the anniversary of the signing of the Declaration of Independence by the 13 colonies on 4 July 1776.
- Columbus landed in what is today the British colony of The Bahamas on 12 October 1492. **Columbus Day** falls on the second Monday in October, which is the nearest Monday to this date.
- **Veterans Day** should not be mixed up with Memorial Day (see above). Veterans Day honours all those who served in the American armed forces, whether living or dead. (Memorial Day honours only the dead.)
- **Thanksgiving Day** – often called simply “Thanksgiving” – is the oldest American national celebration, going right back to colonial days.

The first settlement in what later became New England was established by 102 English settlers at New Plymouth, Massachusetts in December, 1620. The settlers were heading for the British colony of Virginia but their ship, the *Mayflower*, was driven far to the north by storms.

It is a common mistake to believe that all the settlers were members of a Puritan sect who were escaping religious persecution in England. In fact, this applied to only 32 of them; the rest were small businessmen, farmers and craftsmen hoping for a better life in prosperous Virginia. (Nowadays we would call these people “economic refugees”.) However, the Puritans turned out to be the toughest and most determined members of the group, which is probably why we now refer to the whole group as the “Pilgrim Fathers”.

During the first winter in America 48 of the colonists died of hunger and disease. Many more would have probably died if the local Wampanoag Indians had not helped them through those first months. In the spring of 1621 the Indians helped the settlers further by showing them how to grow maize as well as how to hunt and trap. Luckily for the settlers and unluckily for the Indians, 1621 was a good year with a bumper harvest. For this reason, the settlers went into their second winter with plenty of food – hence Thanksgiving. (Why they thanked God instead of the Indians remains one of life's unfairnesses.)

- There are probably three reasons why many Europeans think that the USA has few public holidays.
 - Firstly, while the Constitution guarantees Americans absolute religious freedom, the USA is constitutionally a secular state without any religious bias. Hence there are no “religious public holidays” as in Europe – even Christmas and Thanksgiving have long since become wholly secularized. This avoidance of religious festivals such as Easter, Whitsun and so on – at least at a national level – may lead people to assume that Americans don't celebrate public holidays at all.
 - Secondly, this misunderstanding may have been caused by confusing public holidays with annual holidays. At least officially, American workers have much shorter holidays – 14 working days is the norm – than do their European colleagues, who get double that number of days off and often more. Ironically, the main reason why American employers are unwilling to give more generous annual holidays is the high number of public holidays.
 - You don't need to look far for the third reason for the misconception – it is the exclusive prominence given to Independence Day and Thanksgiving in school textbooks.

4. Is it true that German nearly became the official language of the USA?

Well, a straight answer to this question is hard to give but it is almost certainly wishful thinking on the part of German-speakers.

This question – in the form of the German statements: *Deutsch wurde fast die amerikanische Staatssprache. Englisch hat die Wahl mit nur einer Stimme gewonnen.* – came up in a meeting and led to some rather heated discussion. One problem was that nobody else present – including an American academic – had ever heard of it. You would have thought that such a sensational claim would have been more or less common knowledge,

at least among German teachers of English. Research also failed to turn up anything useful. As no mention of language, official or otherwise, is made in either the Declaration of Independence or the Constitution, one assumes that the choice of English was never a subject of debate. (It would have been funny if it were: the authors and signatories of both documents were English-speakers of British origin.)

The whole thing would have been left at that had it not been for a remark made by Senator Robert Dole at a press conference in Washington on Independence Day, 1995. Senator Dole told reporters that millions of Americans could not understand English. This was not only making government and the administration of justice difficult – it was also leading to a thoroughly undesirable “Latinisation” of American culture and society. This applied particularly to large parts of Florida, Texas, New Mexico and California, which had become largely Spanish-speaking. In cities like Miami, English-speakers were increasingly rare and those that there were “felt like foreigners in their own country”. Senator Dole’s suggested solution was significant in view of the question at the beginning of this entry. He said that Congress should stop this undesirable development by making English the one and only official language of the USA by law.

5. Is it true that Lincoln was willing to accept slavery?

I’m afraid the answer to this question is “yes and no”.

To begin with, there can be absolutely no doubt that Lincoln was personally convinced of the evil of slavery, seeing it as both morally wrong and unconstitutional.

In a speech given in his home state of Illinois as early as 1854 he demanded that all federal legislation be framed on the principle that slavery should not spread into the new territories and should eventually be abolished altogether. In the elections to the US Senate in 1858, Lincoln expanded on this by saying: “A house divided against itself cannot stand. I believe that this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved – I do not expect the house to fall – but I do expect it will cease to be divided.”

This speech is important because it defines the problem that would confront America for the next six years, i. e. the preservation of the Union as symbolised by the “house”. In the run-up to the formal secession of the Confederate states in early 1861 Lincoln made it clear that he was willing to accept slavery within the boundaries of the existing slave states – though he would continue to press for its eventual abolition – if these states would stay in the Union.

Even this very elastic and pragmatic approach was not sufficient, however, to overcome southern fears of being dominated both politically and economically by the fast industrialising north.

6. Is the Democratic Party the American equivalent of the German SPD and Britain's "New Labour Party"?

No, it isn't.

It is extremely unwise to describe the political parties of one country by referring to those of another. This can lead to serious misunderstandings, even within the EU. For example, the German CDU and SPD are both – in British terms – “social democratic”; there is no German equivalent of the modern British Conservative Party. Equally, Britain's New Labour Party has drifted so far to the right that much of its programme is fully in tune with that of the CDU. All this applies even more to American party politics, where comparisons with the European scene are almost wholly meaningless.

To begin with, there are large areas of policy where there is little to choose between the Democrats and the Republicans. This makes life hard for door-to-door campaigners. They are always hearing the remark: “Yes, but that's what the other lot say, too.” This applies not only to foreign policy, but to economic and fiscal policy and to most areas of domestic policy, too.

The fact is that we are not talking about concrete policy differences, but “tendencies” and, as important, historical allegiances. With little to choose between the parties' programmes or “platforms”, Americans tend to vote for personalities to an even greater extent than is the case in Europe.

There are, however, some things that you can point to that separate the Democrats and Republicans more clearly. What follows is simplified, but is certainly better than trying to describe American politics in European terms.

- The Democrats *tend to* be more willing to
 - use taxpayers' money to finance social programmes to help the poor, the aged and the sick.
 - invest in federally-financed public works projects in areas of high and endemic unemployment.
 - legislate against discrimination and to help the disadvantaged by means of positive discrimination or affirmative action.
 - accept that America has a moral obligation to fulfil a “missionary” and peace-keeping role internationally.
 - place a high value on federal institutions – as opposed to state and local ones – as a means of achieving these goals.

- The Republicans *tend to*
 - place a high value on free market forces as a “natural regulator”.
 - demand significant reductions in federal powers in favour of greater autonomy at state level.
 - be (highly) suspicious of “liberal ideas” in such areas as abortion, divorce, education, religion and sexuality.
 - be isolationist in world affairs.
 - call for a strict fiscal policy to reduce the public debt, even at the risk of increasing social deprivation and tensions.
 - be tough on law and order, emphasising the penal rather than the rehabilitary role of the judiciary.

However, please don't forget the historical perspective, which can lead to some funny distortions of this rather over-simplified thumb-nail sketch. Thus – paradoxically – the Democrats are unexpectedly strong in the otherwise innately conservative and agrarian South because Abraham Lincoln was a Republican. Similarly, the Republicans are strong in traditionally more liberal New England for partly the same reason.

7. Are “positive discrimination” and “affirmative action” the same thing?

No, they aren't, but – as so often – please see the note on usage at the end of this entry.

Think of “positive discrimination” as a bulldozer being used to level a playing-field. In other words, positive discrimination does not give an artificial advantage, but irons out social and economic disadvantages.

Staying with the sport metaphor but changing the sport, think of “affirmative action” as a golf handicap. As the name implies, affirmative action not only irons out unfairnesses to level the playing-field, but gives deprived groups extra privileges on top.

Many people, particularly conservatives, find this problematical and affirmative action measures have led to a number of legal battles. Generally speaking, courts have come out against affirmative action. Judges accept the morality of it, but find – often with regret – that affirmative action offends against the fundamental requirement that everybody be treated equally. Such judgements have had a notably negative effect on affirmative action policies aimed at benefiting women.

As far as usage goes, you will find that in many cases the two expressions “positive discrimination” and “affirmative action” are used virtually interchangeably.

8. Is America a melting pot or a salad bowl?

I expect you're beginning to get a bit fed up with hearing it, but I'm afraid there's no straight answer to this question, either. As with so many other questions to do with America, the answer to this one, too, depends very much on who you're talking to, where you're doing the talking and what you hope to hear.

The following remark by the novelist Hermann Melville (1819–1891) points up the problem neatly:

We are not a narrow tribe of men ... No: our blood is as the flood of the Amazon, made up of a thousand noble currents all pouring into one. We are not a nation so much as a world.

At the outset, Melville seems to be a melting pot man. He compares America to a great river with thousands of tributaries, i. e. as a huge number of people of many different backgrounds and origins "all pouring into one". Then he goes salad bowl by saying that America is like the world itself, made up of a myriad of different nations.

As things have turned out, Melville's opinion has got a lot going for it. Depending on the region and the particular immigrant group, America has features of both the melting pot and the salad bowl – with the salad bowl now making the running.

One thing's for sure: the "early Americans" – the British colonists and their immediate descendants, that is – and "first wave immigrants" – who came mainly from northern Europe, particularly Britain, Germany, the Netherlands and Sweden, during the first half of the 19th century – certainly saw America as a melting pot.

Every coin carries the words *E pluribus unum*, which is Latin for "out of many, one". The unity of the nation was symbolised by placing the Stars and Stripes in all classrooms and government offices. The singing of the national anthem at the start of the school day was common, as was the ceremony of "pledging the flag", i. e. swearing loyalty to the United States. Although many immigrants came to the USA at least partly for religious reasons, schools and the public life of the nation were completely secular; nobody wanted to let religious pluralism divide the country. From the outset, too, state schools were co-educational comprehensive high schools (*Gesamtschulen*). The two national holidays – Independence Day or "the Fourth of July" and Thanksgiving – were occasions not only of private celebration but also of public parades and patriotic speeches. Above all else, Americans went to war against Americans in 1861 to preserve the idea of a single, united and homogeneous nation.

Throughout the 19th century the melting pot was so generally accepted as true and desirable by the governing New England establishment that it achieved a kind of automatism.

This cosy certainty began to change as waves of immigrants from eastern and southern Europe settled in America between the end of the civil war in 1866 and the outbreak of the first world war. Although people were slow to recognise it, this 50 year period saw a colourful salad bowl of culturally diverse communities begin to develop alongside – *not* instead of – the melting pot of white north European protestants. This parallel process has accelerated in recent decades as increasingly large numbers of culturally heterogeneous immigrants have arrived from Latin America, Africa and Asia.

The expression “melting pot” was first used quite late in the day, in 1908 by Israel Zengwell in his play *The Melting Pot*. This is in itself significant because before then it had evidently not been necessary to define so obvious and self-evident a phenomenon. In the first quarter of the 20th century, however, thinking Americans became increasingly aware that the idea of a culturally homogeneous nation was – and had perhaps always been – if not entirely wishful thinking, then at least only part of the story.

Why?

To begin with, the American Indians and the Blacks were wholly excluded from US society right from the outset. (The unconstitutional aspect of slave-holding – the Constitution says everyone is equal – was, indeed, a main motor of Lincoln’s objection to it.)

Quite apart from these obvious examples, however, some whites were also excluded, if not by law, then at least in practice. This applied above all to the growing number of Roman Catholics and to the semi-vagrant “poor whites” in rural areas of the South and West.

It is hard to escape the conclusion that the melting pot ideal was flawed from the earliest days. It was flawed because it ignored reality – and did so increasingly as the 19th century wore on.

It not only ignored the Blacks, the Native Americans and the poor whites. It also ignored the Little Italys, Little Polands and Chinatowns that were springing up in bigger towns right across the Union. It ignored the inconvenient statistic that there were more Poles in Chicago than in Warsaw, and more Irish in Boston than in Dublin. It ignored the uncomfortable fact that large numbers of immigrant Americans, particularly women and older people, never learnt English not because they couldn’t be bothered to, but because they didn’t need to.

Summing up, the melting pot ideal ignored the crucial point that many – perhaps even most – later immigrants wanted American citizenship and American opportunity, but not necessarily the American, i. e. the Anglo-Saxon protestant, way of life. The Italian American wanted to drink Italian wine, to eat Italian pasta, to talk the Italian language and to sing Italian songs. He wanted an Italian wife and a big Italian family and he wanted his daughters and sons to marry Italians, too. In short, he wanted a better Italy in America.

Today, Americans live easily with the salad bowl as a parallel development to the melting pot of the Founding Fathers and the early settlers. They have come to welcome the variety of American society and the riches that cultural pluralism brings. They have, indeed, come to accept that it is pluralism, not artificially cultivated integration, that has enabled countless people from the most diverse cultural and religious backgrounds to live together as part of one nation.

9. What are “primaries”?

The American electoral system is often said to be more democratic than European ones because voters have a direct say in selecting a party's electoral candidate. Primaries are now held in nearly all states for many local, state and federal offices, though in the South they are neither obligatory nor binding on the Democratic Party.

We have used a sport metaphor elsewhere in this chapter, so let's do it again. Think of a primary as a trial match between two teams within the same club. The final club team is chosen from the players who do best in the trial game, whichever the team.

Although the idea of increasing democratic participation by holding primaries dates back to 1842, they did not come into general use until the 20th century, beginning with Wisconsin in 1903.

Presidential primaries are now held by both the Democrats and the Republicans in many states during the autumn of the year before the presidential election. They are fought between “hopefuls” of the same party for the party's official candidacy. The primaries held in New Hampshire and California are watched with particular interest as over the years these two states have proved to be very accurate forecasters of final candidates.

Now you need to know these terms:

- closed primary: only voters who have declared their support for the party concerned can vote;

- open primary: all voters can vote without regard to their party affiliation;
- direct vote: voter casts his or her own vote personally;
- indirect vote: delegates vote in accordance with the wishes of the voters.

Today, presidential primaries are closed and indirect.

10. What are the regions of the USA?

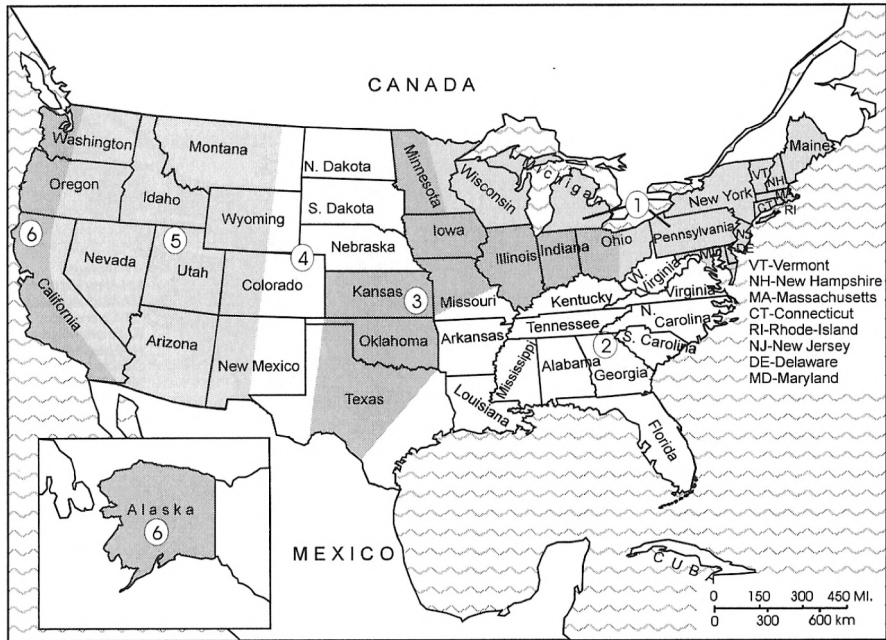
The USA i. e. divided into 50 federal states, but the states are too small, too numerous and either too similar or too diverse for many purposes. Bigger regional units are needed for things like, for example, economic and environmental planning, defence, tourism, weather forecasting and transport.

The country is commonly divided up in three ways depending on the criteria used. There are, however, other subdivisions or "sub-regions", generally based on geographic features such as the great river valleys and mountain ranges, or historical factors, such as the original 13 Colonies and the Confederate States in the Civil War.

The three most common national regional divisions are:

● Geographic regions

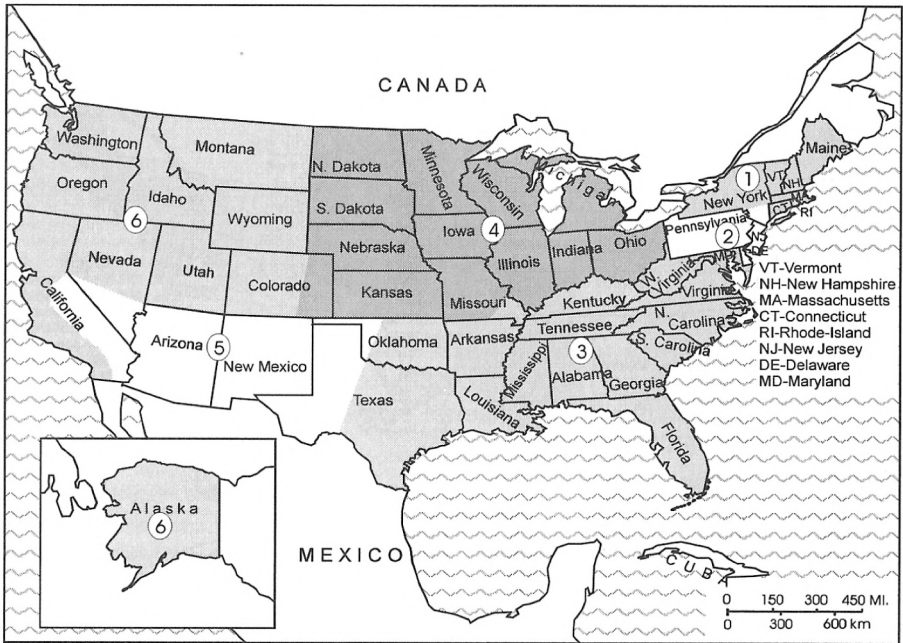
1. Northeast: Maine, New Hampshire, Massachusetts, Rhode Island, Connecticut, New Jersey, New York, Maryland, Michigan, eastern Minnesota, eastern Ohio, Pennsylvania
2. Southeast: Delaware, Virginia, West Virginia, District of Columbia, Kentucky, southern Missouri, Arkansas, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, eastern Texas
3. Central Basin: Oklahoma, Kansas, central Texas, western Ohio, Indiana, Illinois, Iowa, central and western Minnesota, northern Missouri
4. Great Plains: North Dakota, South Dakota, Nebraska, eastern Colorado, western Texas, eastern New Mexico, eastern Wyoming, eastern Montana
5. Mountains and Deserts: western Montana, western Wyoming, western Colorado, western New Mexico, Idaho, Utah, Arizona, Nevada, eastern California, eastern Oregon, eastern Washington
6. Coastal Valleys: western California, western Oregon, western Washington, Alaska
7. Pacific Region: Hawaii



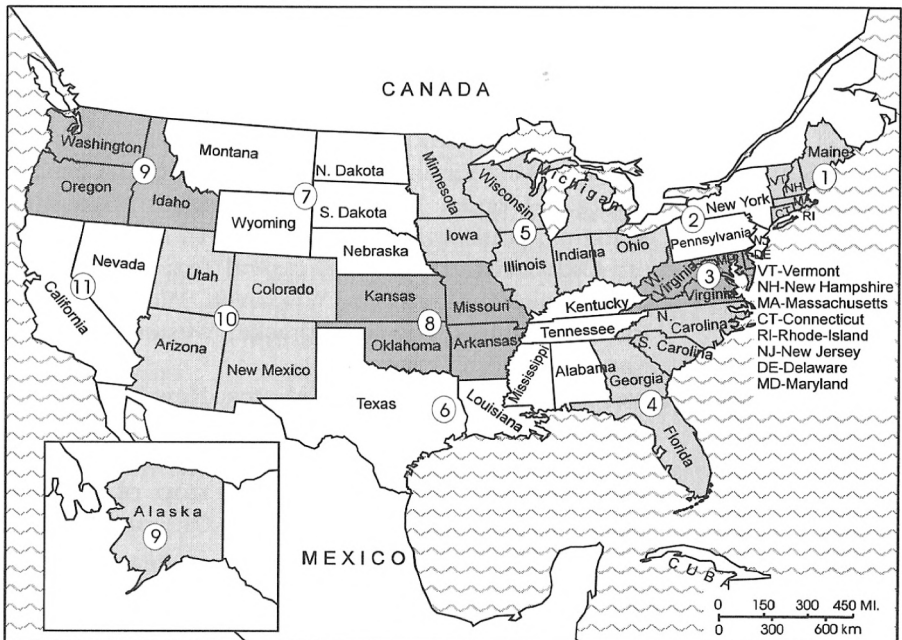
USA – geographische Regionen

☉ Cultural and historical regions (siehe Karte S. 96)

1. New England: Maine, New Hampshire, Massachusetts, Rhode Island, Connecticut, northern New York State, Vermont
2. Middle Atlantic: southern New York State, New Jersey, Pennsylvania, Delaware, Maryland
3. The South: Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Mississippi, Alabama, Louisiana, Arkansas, eastern Missouri, eastern Oklahoma, eastern and central Texas
4. The Midwest: North Dakota, Minnesota, Wisconsin, Michigan, Ohio, Indiana, Illinois, Iowa, Nebraska, western Missouri, Kansas, eastern Colorado
5. The Southwest: western Texas, western Oklahoma, New Mexico, Arizona, southern Nevada, southern interior of California
6. The West: western Colorado, Wyoming, Montana, Utah, northern California and the Pacific coastal strip of southern California, northern Nevada, Idaho, Oregon, Washington, Alaska, Hawaii



USA – historische Regionen (oben); USA – touristische Regionen (unten)



● Tourist regions

1. New England: Maine, New Hampshire, Vermont, Rhode Island, Massachusetts, Connecticut
2. Eastern Gateway: New York, Pennsylvania, New Jersey
3. Historic Washington Country: Delaware, Maryland, District of Columbia (Washington), Virginia, West Virginia
4. Southeast Sun Country: North Carolina, South Carolina, Georgia, Florida
5. The Great Lakes: Michigan, Wisconsin, Minnesota, Iowa, Illinois, Indiana, Ohio
6. The Southern Heartland: Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas
7. The Old West: Montana, North Dakota, South Dakota, Wyoming, Nebraska
8. Heart of America: Kansas, Missouri, Oklahoma, Arkansas
9. Pacific Northwest and Alaska: Washington, Oregon, Idaho, Alaska
10. Great Southwest and Rocky Mountains: Utah, Colorado, Arizona, New Mexico
11. The Golden West: California, Nevada
12. The Pacific Islands: Hawaii, dependent areas of Micronesia (island groups of Marianas and Guam), American Samoa

● The most important regional sub-groupings

The 13 Colonies: Massachusetts – New Hampshire – New York – Rhode Island – Connecticut – New Jersey – Delaware – Pennsylvania – Maryland – Virginia – North Carolina – South Carolina – Georgia (siehe Karte S. 98)

The Confederate States: South Carolina – North Carolina – Georgia – Texas – Virginia – Arkansas – Tennessee – Mississippi – Florida – Alabama – Louisiana (siehe Karte S. 98)

Although 11 states finally declared their independence – or “seceded” – from the Union, they did not do so together as a united group and some states, particularly Virginia, did so only with very great reluctance.

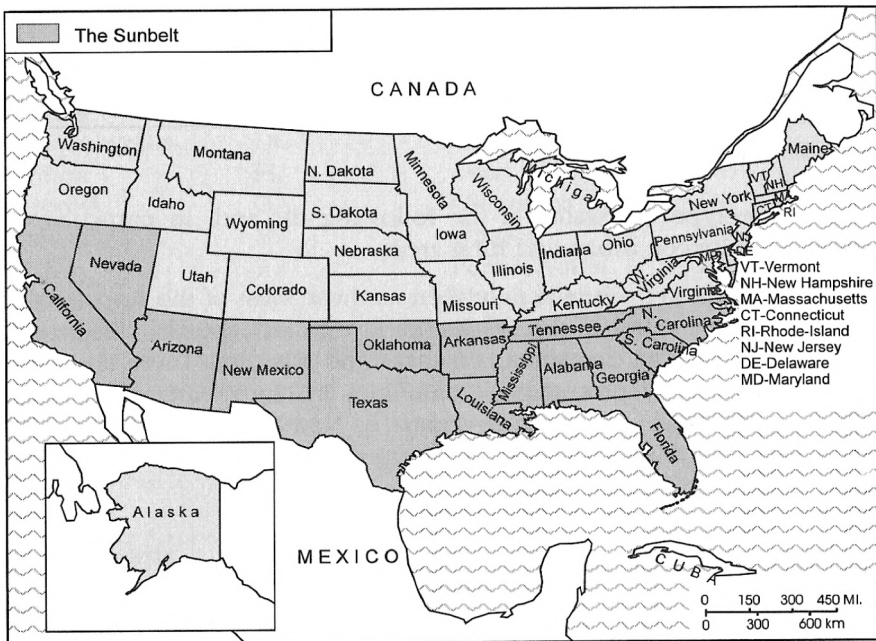
The first state to secede was South Carolina immediately after Abraham Lincoln had been elected president in November, 1860 and for three months she was alone in doing so. South Carolina was followed by the six “deep south” states of Georgia, Texas, Mississippi, Florida, Alabama and Louisiana, which officially declared their independence under the first Confederate president, Jefferson Davis, on 7 February 1861. The remaining four Confederate states – Virginia, North Carolina, Arkansas and Tennessee – hesitated until the Union attacked Fort Sumter in South Carolina on 12 April 1861.

The four southern states of Delaware, Maryland, Missouri and Kentucky, which border on the North, decided not to secede but to stay in the Union.

In fact, the Confederacy was never completely united and was plagued by divisions throughout the Civil War.

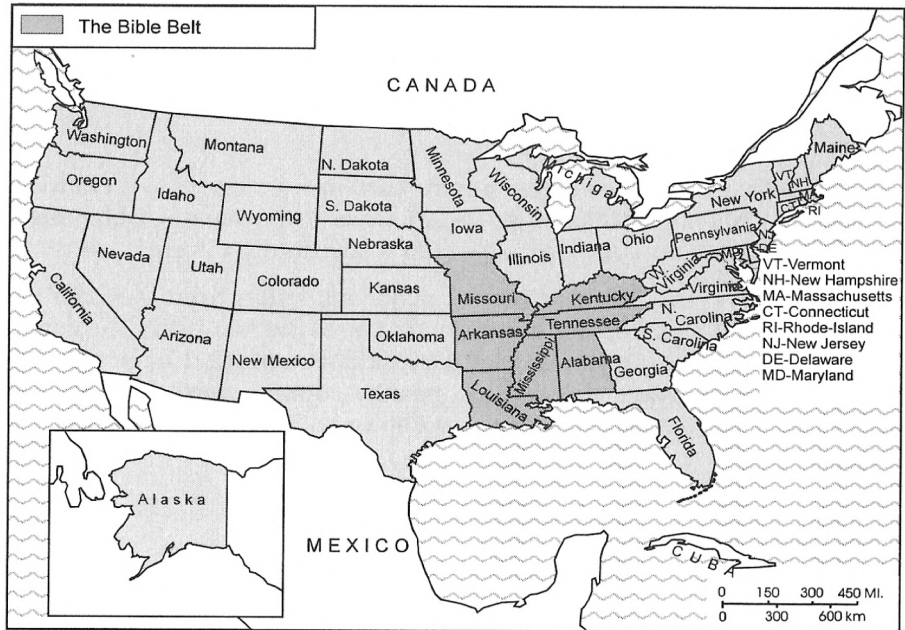
The Sunbelt: North Carolina – South Carolina – Georgia – Florida – Tennessee – Alabama – Mississippi – Arkansas – Louisiana – Oklahoma – Texas – New Mexico – Arizona – Nevada – southern California

Since the 1950s, the USA has seen a major migration from the cold and snowy north to the warm and sunny south, i. e. to the “sunbelt”. The coastal states of the Carolinas, Georgia and Florida have attracted huge numbers of retired people, while the dry and healthy southwestern states of New Mexico, Arizona, Nevada and southern California have attracted many new industries.



USA – Sunbelt states

The Bible Belt: This is an area of the interior of the southern USA which is socially and culturally highly conservative and tends to interpret the bible very literally. It is, in other words, characterised to a greater or lesser extent by religious fundamentalism. You need, however, to be extremely careful



USA – Bible Belt

not to stereotype the states in the following list and, in particular, to distinguish between urban and rural areas.

The bible belt states are generally seen as those west of the Appalachian Mountains in the valley of the Mississippi River, i. e. Kentucky, Tennessee, Mississippi, Alabama, Louisiana, Arkansas and Missouri. There are, however, fundamentalist protestant communities in many parts of the USA, including – for historical reasons – parts of New England and the Great Lakes area. The religious life of the Mormon or Church of the Latter Day Saints state of Utah is also, of course, “fundamentalist”.

11. What is a “ZIP code”?

The verb “(to) zip” is sometimes used by smart writers to mean “(to) move very fast”, as in *The rumour zipped round the school in no time*. This is a happy coincidence, but it has nothing to do with the expression ZIP code. Here ZIP stands for the more mundane “**Z**one **I**mprovement **P**lan”. ZIP codes are, then, the American equivalent of the German *Postleitzahlen* and the British postal codes.

ZIP codes are made up of two letters (for the state) and five numbers (for the town and district) with one space between the letters and the numbers, for example **CA 89754**. The code is positioned on the same line as the postal town, but is separated from it by a comma and one space, e. g. **Buffalo, NY 14209**.

Please note that the spacing and positioning of the code is important because of electronic sorting machines. Please note, too, that it is compulsory to use the codes, and the United States Postal Services do not guarantee to deliver letters without the code or with wrongly written codes. Here are the official abbreviations of state names:

Alabama	AL	Missouri	MO
Alaska	AK	Montana	MT
Arizona	AZ	Nebraska	NE
Arkansas	AR	Nevada	NV
California	CA	New Hampshire	NH
Colorado	CO	New Jersey	NJ
Connecticut	CT	New Mexico	NM
Delaware	DE	New York	NY
District of Columbia	DC	North Carolina	NC
Florida	FL	North Dakota	ND
Georgia	GA	Ohio	OH
Hawaii	HI	Oklahoma	OK
Idaho	ID	Oregon	OR
Illinois	IL	Pennsylvania	PA
Indiana	IN	Rhode Island	RI
Iowa	IA	South Carolina	SC
Kansas	KS	South Dakota	SD
Kentucky	KY	Tennessee	TN
Louisiana	LA	Texas	TX
Maine	ME	Utah	UT
Maryland	MD	Vermont	VT
Massachusetts	MA	Virginia	VA
Michigan	MI	Washington	WA
Minnesota	MN	West Virginia	WV
Mississippi	MS	Wisconsin	WI
		Wyoming	WY

12. What does New York's nickname "the Big Apple" mean?

According to Wentworth and Flexner in their *Dictionary of American Slang* (Crowell, New York, 2nd supplemented edition, 1975) the term "the Big Apple" was originally used of any large city or the business districts of such.

Nowadays, however, “the Big Apple” applies only to New York City, though this exclusive use is relatively recent. In this context it first appears in S. Longstreet’s book *The Real Jazz Old and New* (1956) in the sentence “New York is the Big Apple”.

Big apple is used in the sense of the apple being big enough for everybody to have a bite. In a narrow economic sense this simply means that the city is large enough to provide everybody with a living. In a wider sense it is generally used to mean that New York is so huge and diverse that it can satisfy every conceivable taste, inclination and desire, i. e. there’s something for everybody.

13. Where does the name “dollar” come from?

“Dollar” is said to be an English mispronunciation of the German word *Taler*, a silver coin. Before the introduction of banknotes its full name was “silver dollar”. (By the way, the name *Taler* comes from Joachimstal, a silver mining region in the Erzgebirge in Saxony.) You may well hear that “dollar” comes from the Dutch, but this is almost certainly a misunderstanding caused by another mispronunciation, this time of *deutsch*.

14. Why are dollars sometimes called “bucks”?

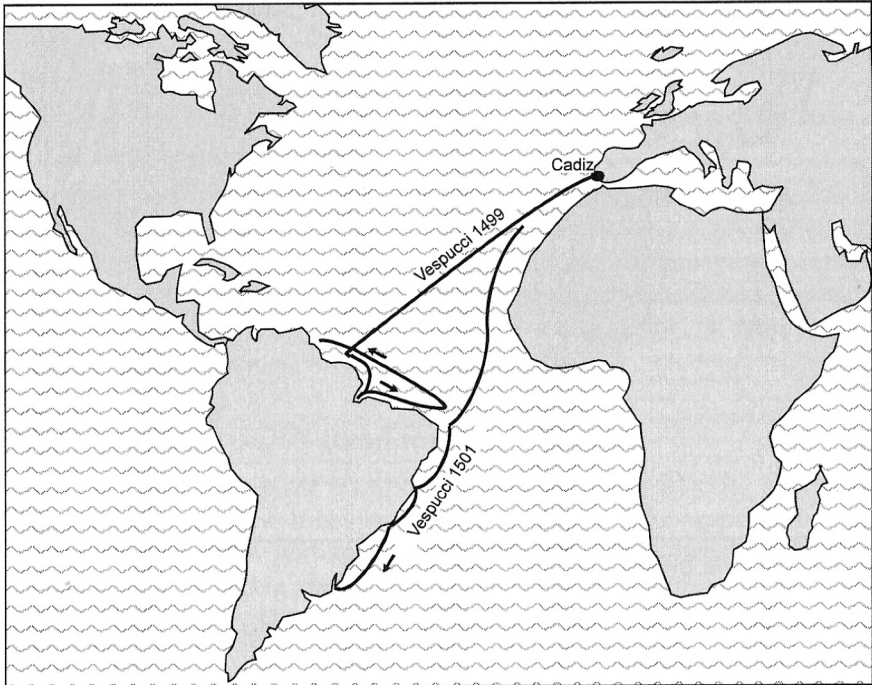
The slang name for dollar is “buck”, as in *Can you lend me a hundred bucks?* This word comes from the very earliest days when trapping and fur-trading was a major industry in New England. Skins were categorised as “does” (females) and “bucks” (males), the skin of a buck – i. e. a buckskin – being more valuable because larger and thicker. The US government paid trappers a dollar each for a buckskin.

15. What is the origin of the dollar sign (\$)?

The dollar sign (\$) is an ornamented S, the S standing for “silver”. This has some connection with the *taler* and the US dollar which were both silver coins, but in fact it was copied from the Spanish imperial coinage of the 18th century, the *real*, which was used widely throughout the New World. The *real* was minted in Spain and then exported to the Spanish colonies in slow and cumbersome galleons – which was great for the pirates then infesting the western Atlantic and the Caribbean Sea. The *real* was decorated with an S-shaped scroll with two vertical lines through it. These symbolised the Pillars of Hercules, the mythical name of the Straits of Gibraltar. This was probably intended to express the strength and stability of the coin.

16. Where does the name “America” come from?

It was tough on Columbus, but his name was never used for the “new world” that he had stumbled on. Instead it was named after Amerigo Vespucci, an Italian seaman who made two journeys across the Atlantic on behalf of Florentine traders.

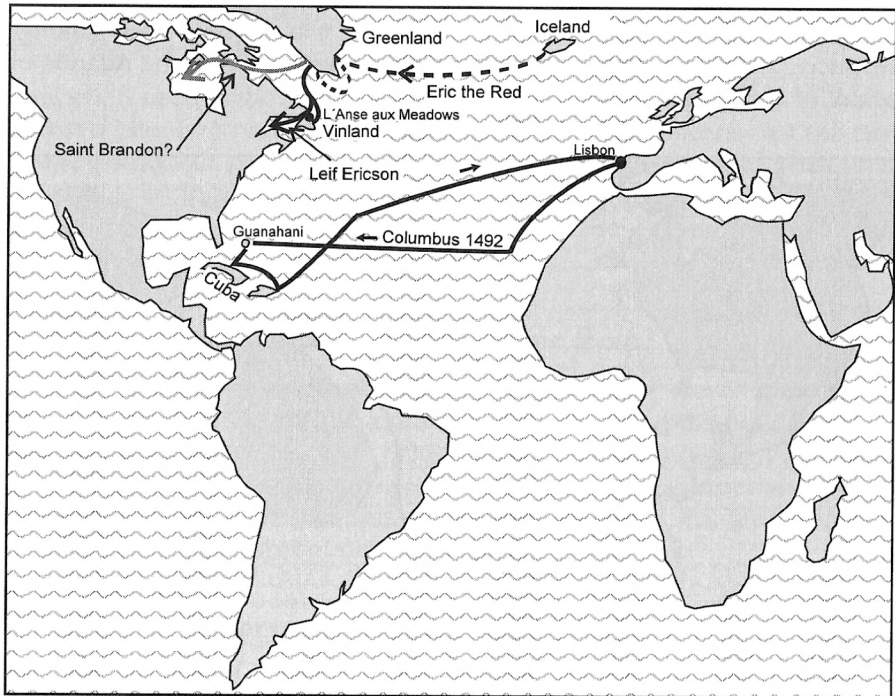


Vespucci's Reisen, 1499 und 1501

Vespucci's first voyage in 1499 took him north along the coast of Brazil, through the Caribbean and then north as far as Virginia, though he never landed in North America. During this voyage, Vespucci discovered the mouth of the Amazon. His second voyage in 1501 took him back to Brazil, where he sailed south along the coast as far as what is today Rio de Janeiro. Vespucci is generally recognised as being the first to realise that the New World was not part of Asia, but a new continent.

Vespucci's logbooks and writings on his two voyages were published by the German geographer and mapmaker Martin Waldseemüller in 1507. It was he that named the new continents “America” in Vespucci's honour.

17. Who discovered America?



Reisen von Saint Brendan, Ericson und Columbus

As dull as it may sound, I'm afraid the answer to this question must be Christopher Columbus.

Archeological finds at L'Anse-aux-Meadows in what is today the Canadian province of Newfoundland have now established beyond any doubt that the Viking mariner Leif Ericson reached the island from Greenland – where his father, Eric the Red, had established a settlement – in about 1,000 AD. Ericson almost certainly sailed further east from Newfoundland or “Vinland” to reach the Canadian mainland in what later became Nova Scotia. If the Viking Sagas are to be believed, Ericson may have sailed further south to New England and beyond. However, the Vikings do not seem to have been interested in settling in North America and their discovery soon survived only in legend.

Claims that the Irish mystic and missionary Saint Brendan reached the north-eastern coast of Canada via Iceland and Greenland some 300 years before Ericson are extremely shaky. While supporters of this idea can cite

some documentary evidence as well as the fact that the Irish had developed seagoing vessels capable of making the journey, the evidence is nothing if not circumstantial and ambiguous. Poor Saint Brendan doesn't even get a mention in the Encyclopaedia Britannica or in any of the American history books that we have looked at.

American historians now seem willing to credit Ericson with having discovered their continent, while quickly adding that this is only of academic interest as the Vikings did not settle there.

18. Why do Americans sometimes drink from cans or bottles in brown paper bags?

Unlike in Europe, in some parts of the USA – including New York – it is illegal to be seen drinking alcohol in public. For this reason beer cans and the like have to be disguised by putting them in non-transparent brown paper bags. However, if this were done only with alcoholic drinks, it would obviously be a signal rather than a disguise. For this reason, all drinks taken in public are put in bags, whether alcoholic or not.

19. What does “GOP” stand for?

This is the abbreviation for “Grand Old Party”, the affectionate nickname of the Republican Party. It has been used by Republican supporters – and sometimes, unwittingly perhaps, by its opponents, too – since the Civil War. It proudly recalls the role played by the party and the Republican president, Lincoln, in saving the Union.

20. Is it true that Henry Ford said “History is bunk”? (And if he did, what’s bunk?)

Let's answer the second question first. The noun “bunk” is a short form of Buncombe – pronounced “Bunkum” – County in North Carolina. A Congressman for Buncombe County in the 19th century infuriated other members of Congress by giving foolish, irrelevant and time-wasting speeches. When criticised for this annoying habit, the Congressman is reported to have said, “I am not speaking to the House, but for Buncombe”.

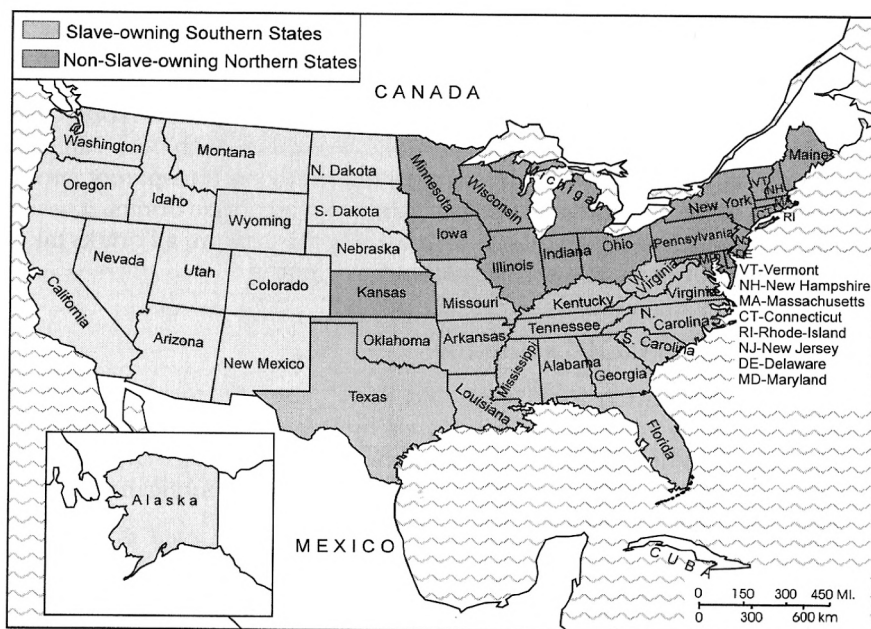
You will see from this that although “bunk” is now more or less synonymous with “nonsense”, its original meaning was rather different because it also expressed this idea of irrelevance and time-wasting.

This wider meaning of “bunk” is important when interpreting Henry Ford's remark. (By the way, what he actually said in an interview in the *Chicago*

Tribune on 25 May 1916 was “History is more or less bunk. It’s tradition.”) In this context Ford almost certainly meant not that history is nonsense, but that it is pointless and irrelevant.

21. Why are the southern states of the USA often called “Dixie” in popular usage?

There are two theories about this one, so you’ll just have to take your pick.



USA – Mason-Dixon Line

The first theory says that the exact boundary between the slave-owning southern states and the free non-slave-owning northern states was fixed in the 18th century by two British army surveyors, Charles Mason and Jeremiah Dixon. This boundary came to be known as the “Mason-Dixon Line”, hence “Dixie”.

The second theory points out that the \$10 dollar note issued by the Bank of New Orleans and in wide use throughout the South carried the French word *dix* for ten. Perhaps that was the origin of “Dixie”. Who knows?

22. Americans are often accused of “ruining the English language” by misusing such words as “gay”. Is this fair?

Well, in the case of “gay” it is not entirely fair as this adjective has been used to describe sexuality as well as a cheerful nature since the middle ages. In 16th century England “gay” was in common use to describe a lusty woman who enjoyed a good romp in bed, and both Chaucer and Shakespeare seem to have used it in this sense, too. By the 19th century English usage had – perhaps as a sign of the times – changed. In Victorian England the word was used increasingly for professional prostitutes as in the expression “to turn gay”, i. e. to become a prostitute. (Perhaps the Victorians couldn’t imagine any upright woman having fun in bed.)

Be that as it may, the use of “gay” for male homosexuals does seem to have originated in America in the 1930s. It came to be used first by male homosexuals themselves and later in genteel circles to replace the negative term “queer”. (It started life, then, as a euphemism for another word held to be tastelessly blunt. More about this below.)

Nowadays “gay” is used in both American and British English only for homosexuals, both male and female. This causes a problem when translating the German *fröhlich*. Pity, that.

Other “Americanisms”

Those people who object to what they see as the mainly American sin of impoverishing the language by misuse – and this group includes many Americans – tend to complain about three things: a) euphemism, b) use of inflated language (jargon) and c) using nouns as verbs.

a) *Euphemism*

Euphemism is the usually harmless and sometimes desirable use of a mild term to express something intrinsically unpleasant. An obvious example of this is the expression *(to) relieve oneself* instead of *(to) urinate* or *(to) defecate*. However, as in many things pushed too far, euphemism can become at best ridiculous and sometimes confusing. And – at any rate as far as we can see – this kind of silly euphemism seems to be more common in American English than in British English – but it is by no means confined to the American style.

Here are a few examples, just for fun:

unadorned language	"if you must"- euphemism	silly euphemism
lavatory	toilet	rest room, powder room (of women)
(to) go to the lavatory	(to) go to the toilet	(to) wash one's hands
pupil	schoolchild	student
undertaker's	funeral director's	chapel of rest/of (eternal) peace
(to) die	(to) pass away	(to) be called home
fatal illness	terminal illness	terminal condition
bomb against buildings	(there is none)	clean bomb
(to) be sacked/fired	(to) lose one's job	(to) be set free/liberated

This kind of language is not really as harmless as it may sound because euphemism makes use of words and expressions that already have a meaning. One obvious example of this is *gay* (see above). Another is the common American practice of saying *(to) wash one's hands* for *(to) go to the lavatory*. What happens when you really want to wash your hands? Many Americans then use the verb *(to) wash up*. That's fine as far as it goes, but what happens when you really want to wash up, i. e. clean the dishes?

Just a final salvo in case you think we're being unkind to Americans. The American habit of using *student* instead of *pupil* is bad enough, but how about this British gem heard on BBC Radio Four on 28 January 1996: *The government's kindergarten voucher scheme will certainly not meet the needs of all parents and kindergarten students.*

b) Use of inflated language

The once rather "American habit" of using inflated language simply to impress has unfortunately now crossed the Atlantic and is having a grand old time in Britain as well.

As the word says, one way of "inflating" is to use unnecessary and often long words to pad out a sentence. Examples of this kind of inflation are *classroom situation* (for *classroom*), *home environment* (for *home*) and the idiotic *at this present moment in time* (for *now*).

A very common way of inflating is to use jargon – i. e. professional or trade terms – as general language.

Here are some examples of jargon picked at random from some American texts:

jargon	meaning
agenda	plan, programme
constituency	group
corporate institution	company, firm
exposition	explanation
formulaic	fixed
matrix	framework
parameter	limits
performance objective	aim
(to) react positively to	(to) like

c) *Using nouns as verbs*

The use of nouns as regular verbs is another feature of American English that is quickly finding its way into British English through the media. Even BBC people now do it without blinking an eye. This should be nipped in the bud before it gets out of hand!

Here are some examples of this kind of language (an appropriate verb is given in brackets):

- You can access (get) more information by calling 071-376 3489.
- Minette Walters has authored (written) three bestsellers in as many years.
- The Queen hosts (gives) a garden party every summer.
- The recession has impacted (affected) our European sales.
- The bank loaned (lent) us the price.
- The Barkers party (go to parties) every weekend.
- The firm pressured (persuaded) me to accept the job.
- The warring parties are roundtabling (meeting) in Dayton, Ohio.

23. What does the expression "64 thousand dollar question" mean?

We use the expression "64 thousand dollar question" for any absolutely decisive question that determines what happens thereafter. We could say, for example, *I'd like to move to London, but the 64 thousand dollar question is whether I can find a job there.*

The expression originated in an American radio general knowledge quiz called *Take it or Leave it* first broadcast in 1947. In the quiz the prize money

doubled each time a candidate answered a question correctly, starting with one dollar. Candidates were allowed to answer up to seven questions, thus winning a maximum of \$64.

When the television rights to this very popular game were bought by NBC-TV in 1956, it was decided to play it not for single dollars, but for thousands. In this way, the ultimate and decisive question became the \$64,000-question. The questions were, however, more difficult than the ones in the original radio show, and they got progressively more difficult.

By the way, the British rights to *Take it or Leave it* were bought by Granada Television, an ITV company, in 1959. In Britain it was broadcast as *Double Your Money*, and for several years it was one of the most popular programmes in British television.

24. Is it true that Washington's famous Smithsonian Institute was founded by an Englishman who never even visited America?

Yes, it is – but it's a strange story.

Born in Paris in 1765, James Smithson was the illegitimate son of Hugh Smithson Percy, the Duke of Northumberland, and Elizabeth Keate Macie, a direct descendant of Henry VII. Although never recognised by his father's family, Smithson became a distinguished scientist who was widely respected on the continent of Europe, where he spent most of his adult life. He was, however, educated in Britain – at Oxford – where he was said to be the most brilliant science student of his generation. There must have been something in this because he was made a Fellow of the Royal Society at the incredibly early age of only 22.

Smithson was not only clever, but also wealthy, inheriting a considerable fortune from his mother. When he died childless at the age of 64 in Italy in 1829, he left his money to his nephew on his mother's side, Henry Hungerford, who in turn died without an heir. In this event, under the terms of James Smithson's original will, his entire estate went "To the United States of America to found at Washington, under the name of the Smithsonian Institute, an establishment for the increase and diffusion* of knowledge".

It is not hard to guess why Smithson did not leave his fortune to his own country. The reason is almost certainly that he felt a lasting bitterness and resentment for the circumstances of his birth and for his and his mother's later ostracisation* by British upper class society. In this connection he wrote "My name shall live in the memory of man when the titles of the North-

umberlands and the Percys are extinct and forgotten". (He was certainly right there.)

Yes, but why America? Although Smithson never went to the USA when alive, he is known to have been a passionate admirer of America as a place where birth didn't count and where everybody was allowed to realise their full potential. This was, of course, in painful contrast to what he had to put up with in Britain.

In fact, Smithson did finally go to the country of his dreams. His remains were taken there in 1904 and are now entombed in the original Smithsonian building. Among the group of distinguished American scientists who came across to Europe to escort Smithson's remains "home" was Alexander Graham Bell, the inventor of the telephone.

diffusion Verbreitung; *ostracisation* Ächtung

25. Why is the USA often called "Uncle Sam", and who was "Uncle Sam"?

Uncle Sam was Samuel Wilson, a merchant who became an acting army supply inspector in the war of 1812. Wilson was popular among his workpeople, who called him simply Uncle Sam.

It is reported by an eye-witness that when some goods were delivered to a warehouse by a merchant named Elbert Anderson they were marked "E.A.U.S." (Elbert Anderson United States). Seeing this, one of Wilson's workmen said "Here's one for Uncle Sam" and the name stuck.

It first appeared in print in an upstate New York newspaper, the *Troy Post*, on 7 September 1813. The nickname Uncle Sam for the United States was current in the eastern half of the country throughout the 19th century, but the name really took off when it was used on a famous recruiting poster in the run-up to America's entry into the First World War in 1917. The poster shows a spritely figure – who looks rather like Abraham Lincoln – dressed in a suit made from the Stars and Stripes. The figure is pointing out of the poster at the reader and saying the words "Uncle Sam needs You!".

26. Where does the nickname "Yankee" come from, and whom does it apply to?

I'm afraid there is no clear answer to this question. There are three reasonably likely theories, so take your pick.

The name could come from the Yanko Indians, one of the smaller tribes in what is today New England. This is quite a popular theory among some because as well as being the tribal name, the word *yanko* means invincible*.

A second theory claims that the name comes from the Cherokee Indian word *eankke*, which means "coward". This Cherokee word is said to have been used by the Virginians as an insult because New Englanders tended to get on well with the Indians, at least in the early days, presumably – it was thought – because they were too scared to fight them.

The more generally accepted theory for linguistic reasons is that Yankee is an anglicised form of the Dutch name *Janke*, meaning John. It, too, was originally insulting when applied to New Englanders of British descent because the Dutch settlers were regarded as socially inferior and "not really one of us".

Nowadays Yankee – or, more commonly but less correctly, Yank – is used by non-Americans for all Americans, whatever part of the USA they come from and irrespective of their origin. Within the USA, however, the nickname is still used mostly of New Englanders, though it is definitely no longer an insult. In fact, Yankees are said to be shrewd, honest and hard-working people.

invincible unbesiegbar

27. Why do the Americans call the British "Limeys" and the Germans "Krauts"?

This is a good note to end on because the origin of these two nicknames, which are not intended as an insult, are said to be probably the same.

The explorer James Cook was faced with the problem of scurvy among his crew on long voyages. This unpleasant and debilitating* disease is caused by a deficiency of vitamin C. It was generally known that scurvy was caused by a lack of fresh fruit and vegetables and that it could be cured by giving the patient the juice of lemons and limes – hence Limey, initially for British seamen, later for all Britons.

Cook's problem was that lemons and limes were not always available and they were in any case a cure for the disease rather than a prevention. He experimented with various foods and found that German pickled cabbage – which Cook called "sour krout" – was the answer. Soon Germans became so closely associated with this dish that they came to be nicknamed Krauts in both Britain and America.

debilitating entkräftend

Wissenswertes über Australien und Neuseeland

Addresses where you can get excellent free material on Australia and New Zealand:

● **Australia**

Australian Overseas
Information Service
Godesberger Allee 107
D-53175 Bonn
Tel (0228) 8 10 31 61/69

Australian Overseas Information
Service
Mattiellstraße 2-4
A-1040 Wien
Tel (0222) 5 12 85 80

Australian Overseas
Information Service
Alpenstraße 29
CH-3000 Bern
Tel (031) 43 01 43

● **New Zealand**

Information Service
New Zealand Embassy
Bundeskanzlerplatz 2-10
D-53113 Bonn
Tel (0228) 22 80 70

Information Service
New Zealand Consulate-General
28A Chemin du Petit Saconnex
CH-1209 Genf
Tel (022) 7 34 95 30

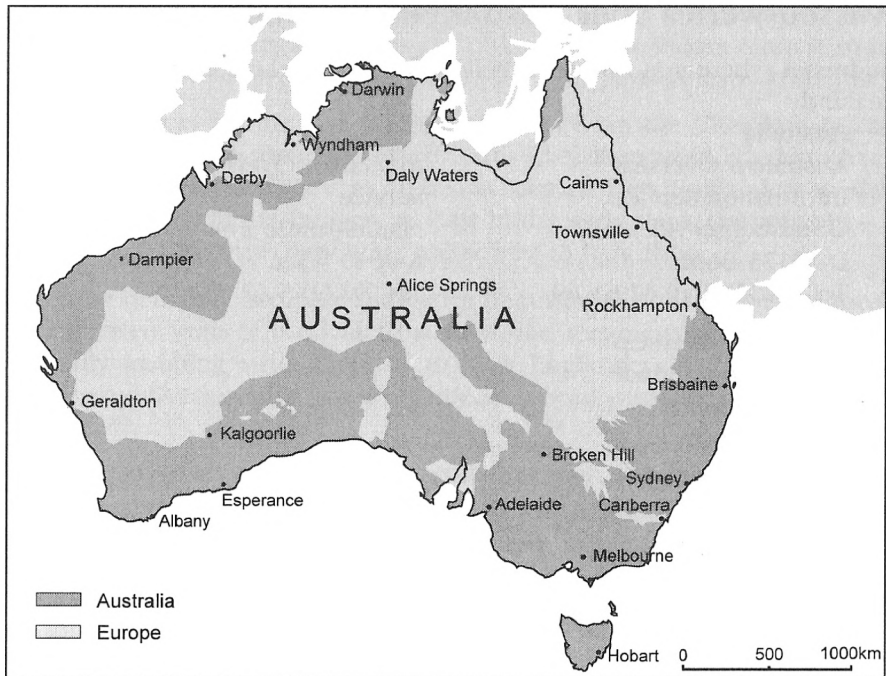
1. Some basic facts about Australia

a) **Size**

With a land area of around 7,682,000 square kilometres Australia is the world's sixth largest country, its largest island and its smallest continent. You can fit Germany into it over 20 times and Britain over 30 times.

If you put a map of Australia on to one of Europe, you will find that Australia stretches from the Portuguese island of Madeira in the west to Ankara in the east, and from Helsinki in the north to Sicily in the south. Australia's geographical centre, which is near the town of Alice Springs, coincides* roughly with the German city of Augsburg.

Australia's population does not, however, match these impressive physical dimensions. Vast* areas of the interior is uninhabitable desert or inhospitable semi-desert – called "bush" – that can support only a very sparse* population. With the exception of scattered farming and mining communities, almost the entire population of around 17 million people – and this is only slightly larger than that of the Netherlands – is heavily concentrated in the southern coastal strip from Brisbane in the east to Perth in the west.



Australien mit Europa zum Vergleich

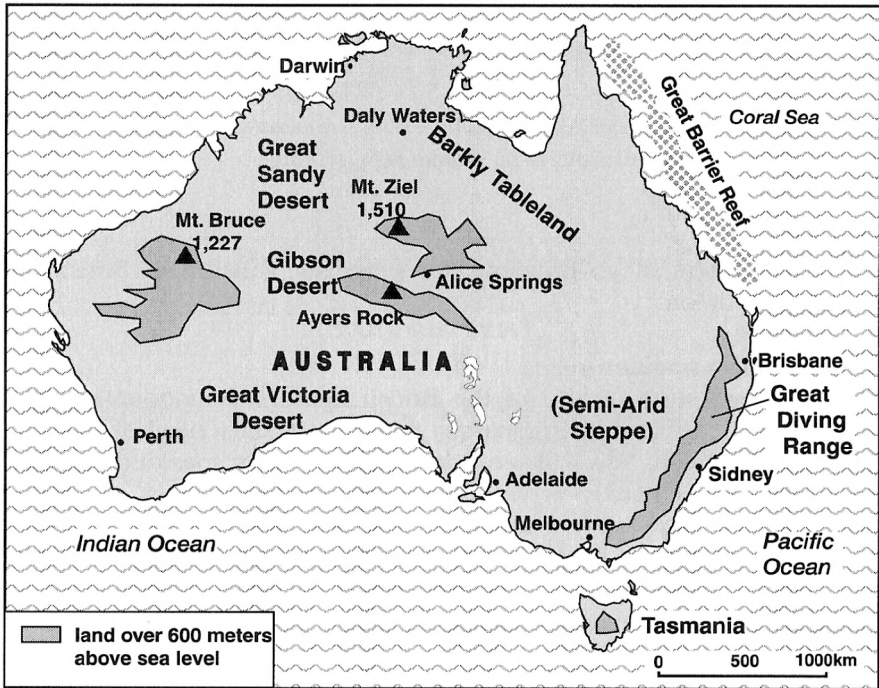
Most people have congregated* in the south-eastern corner in or immediately around the country's two largest cities, Sydney and Melbourne.

Strangely for a country with a reputation for the "great outdoors", Australia is almost entirely urban. Roughly 63% of Australians live in the five biggest cities with populations of over one million: Sydney (3.75 million), Melbourne (3.21 million), Brisbane (1.44 million), Perth (1.27 million) and Adelaide (1.13 million). Only about 15% of the population lives in purely rural areas.

The equivalent numbers for Germany are illuminating. Taking the 12 German cities with populations of over half a million people (Berlin, Hamburg, Munich, Cologne, Frankfurt am Main, Essen, Dortmund, Stuttgart, Düsseldorf, Bremen, Duisburg, Hanover), we find that they are home to only around 9% of the total German population of around 81.3 million.

As fascinating as koalas, kangeroos, boomerangs, the Royal Flying Doctor Service and the School of the Air are to Europeans, we should be careful not to mislead. You can't talk about Australia without talking about her cities and don't be disappointed to find that these are European in origin and American in appearance and style.

to concide sich decken; *vast* riesig; *sparse* spärlich; *to congregate* sich ballen



Australien – physikalische Gegebenheiten

b) Physical features

With the exception of Antarctica, compared with other continents Australia has few major physical features, though this statement should on no account mislead you into thinking that it is a boring or monotonous place. On the contrary, the variety of Australia's flora and fauna is staggering* and the country has one of the richest variety of geographical environments.

The whole continent is relatively flat and low-lying. The average elevation* is less than 300 metres; this is well below half the earth's average elevation of 700 metres. Only about 5% of the total area is more than 600 metres above sea-level, and this is concentrated in the Great Dividing Range, the highlands and mountains that follow the eastern coastline from northern Queensland down to Hobart in Tasmania. With the exception of the fertile and temperate* southern coastal strip, the rest of the continent is largely made up of desert in the west and arid* scrub or bush in the east.

As if to make up for this apparant lack of goodies, however, Australia has one of the great natural wonders of the world, the Great Barrier Reef. This stretches for about 2,000 kilometres along the coast of Queensland and up

to the Australian dependencies* of Papua-New Guinea. The Great Barrier Reef is made up of submerged* coral landscapes and countless coral islands and lagoons.

staggering schwindelerregend; *elevation* Höhe; *temperate* mäßig; *arid* trocken; *dependencies* abhängige Territorien; *submerged* überflutet

c) Government

Australia's system of government is a pragmatic mixture of British and American traditions.

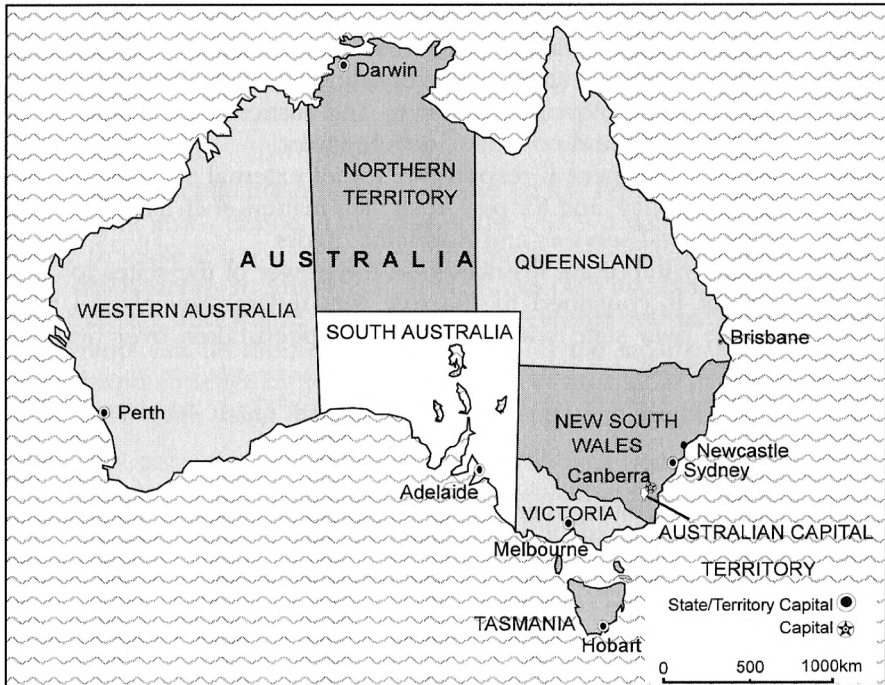
● The British tradition

The most important feature of the British heritage is undoubtedly that Australia is a constitutional monarchy with a hereditary head of state, the Australian monarch. You will see from this that strictly speaking, although the Australian monarchy is vested in* the same person as the British monarchy, it is completely separate from it. In short, it is formally as wrong to say "Elizabeth II of Britain is Australia's head of state" as to claim that "the Queen of Australia is also the British head of state". (Incidentally, the establishment of an Australian monarchy constitutionally separate from the British one is recent and was seen as a way of defusing Republican sentiment in Australia.)

Further important features of the British influence are:

- the legislative assembly in Canberra is called "parliament", the head of the government "prime minister" and members of the lower house "members of parliament" or "MPs".
- elections are in the form of direct personal voting and winners are chosen by the simple majority or "first past the post" system.
- the prime minister is the same person as the leader of the biggest party in the lower house, of which he himself or she herself must be an elected member.
- the prime minister alone has the right to choose ministers, who must, however, also be members of the lower house in their own right. It is not possible (as in the USA) to nominate* non-elected ministers from outside.
- the two main Australian parties are the Labor Party* and the Liberal Party, which is more or less equivalent to the more progressive wing of the British Conservative Party (For some reason the Australian Labor Party uses the AE spelling of "labor". In other connections, the word seems to be spelt in the BE way, i. e. "labour".) Although the Labor Party lost the 1996 general election by a small margin after 15 years in office, in fact it is accepted by many as the "natural governing party".

to be vested in jmdm. übertragen sein; *to nominate* ernennen



Australien – politische Gliederung

● The American tradition

The American influence on the Australian system of government is no less significant than the British, particularly when it comes to the day-to-day realities of running such a large and thinly-populated country.

The main features of this influence are:

- Australia is federally organised with six federal states and three internal territories. The six full states with their capitals are New South Wales (Sydney) – Queensland (Brisbane) – Tasmania (Hobart) – South Australia (Adelaide) – Victoria (Melbourne) – Western Australia (Perth)
The three internal territories – Australian Capital Territory, Jervis Bay Territory and Northern Territory – are not full states and are administered directly from Canberra.
- the federal capital, Canberra, is not situated in any of the states but in its own independent territory, the Australian Capital Territory or ACT. This is, of course, the Australian equivalent to Washington's District of Columbia.

- as in the USA, with the exception of Queensland, the states have their own two-chamber legislative assemblies that mirror* those in Canberra. As in America, too, the states have very substantial powers at state level for education, employment, policing and justice, health and social services, transport and economic development.
- The federal parliament is responsible for all external affairs, including immigration policy, and for pan-Australian matters such as the national highways, postal services and Aborigine affairs.
- An extremely important restriction on the power of the states to do as they see fit is contained in the rule that federal law always takes precedence over state law. This, too, has been taken over from the American system.

to mirror widerspiegeln

● Other points

As in other federal states, including Germany, there are a lot of elections in Australia compared with non-federal states like Britain or France.

Like the American Constitution, the Australian Constitution, too, is aimed at preventing any single part of government from becoming over-powerful or dominant. Hence it says that the **House of Representatives** should be as nearly as numerically possible twice the size of the Senate. The – at present – 148 seats in the House of Representatives are divided among the six states in direct proportion to the size of their populations. This means, however, that in effect the House is dominated by just two states, New South Wales and Victoria, without whose agreement no policy can be realised. Elections to the House of Representatives must be held at least once every three years, which many commentators believe to be a too short a period. In practice it means that Australian politics are determined by short-term party advantage to an even greater extent than is the case in, say, Britain, with its five-year parliamentary elections.

The **Senate** has 12 senators from each state and two each from the Australian Capital Territory and Northern Territory, i. e. 76 members in all. The 72 state senators are directly elected – not nominated – for six-year terms, but at least half of them must change – i. e. retire or put themselves up for re-election – every three years. This is to avoid the formation of longer term interest blocks and to give the electorate a chance to introduce new blood into an innately conservative chamber in the medium term. (The four senators from the Internal Territories, by the way, enjoy only a three-year, not a six-year, term.)

The Senate has largely the same powers as the House of Representatives and a measure can only become law with the agreement of a simple majority of both chambers. I say “largely the same” because financial measures

involving taxation and day-to-day government expenditure require only the agreement of the House of Representatives, i. e. Victoria and New South Wales, where most taxpayers live.

d) People

Australia is a multicultural society of the jigsaw type. It is certainly not a melting pot and – unlike in the case of the USA – it was never government policy to make it into one. Once immigrants have received permission to settle permanently in Australia – and that can be a marathon depending on who they are and where they come from – ethnic and national groups of immigrants can do their own thing in one of the most culturally tolerant and relaxed societies in the world. Many new Australian families are more or less bilingual, using their original mother tongue at home.

At present about a quarter of the population was born outside Australia, but this has not given rise to any serious tensions. European immigration – mainly from Britain and Ireland – during the late 18th and 19th centuries led to the almost total destruction of the Aborigine population which means that today 98.5% of Australians are immigrants or descended from immigrants.

The 1945 population of 7.4 million people has more than doubled, partly by natural increase but chiefly because of a vigorous* state-subsidised immigration programme. Until the reforms carried out by Gough Whitlam's Labor* government in the early 1970s this "whites only" programme was overtly* racist. New immigrants were drawn exclusively from white countries – principally Britain, Ireland, Germany, Poland, the then Yugoslavia and, interestingly, the USA and New Zealand. Apart from a handful of wealthy Asians, before the early 70s it was almost impossible for coloured people to settle permanently in Australia, though today this policy has been very much liberalised. This is because with Britain's entry into the European Union, Australia quickly came to recognise that it is a Pacific-rim country with increasingly important economic and indeed geo-political links with Asia and India.

vigorous energisch; *overtly* unverhohlen

* For some reason the Australian Labor Party uses the AE spelling of "labor". In other connections, the word seems to be spelt in the BE way, i. e. "labour".

e) Economy

Not surprisingly when you look at the statistics, few things puzzle* modern urban Australians as much as the popular European idea that most people earn their living from farming, particularly sheep-farming. In fact, this notion* could hardly be further from the truth.

While Australia is one of the world's biggest exporters of agricultural produce – agriculture accounts for about 20% of the country's total annual exports – and is self-supporting in food, today farming only accounts for 4% of the gross national product* and employs a mere 3% of the workforce. Most farms are family businesses employing only seasonal labour, and many farms are highly mechanised one-man operations.

The country's most important single industry is mining, which is responsible for about 54% of Australia's exports. While coal and iron ore make up the lion's share of this figure, Australia is also among the world's most important sources of bauxite, aluminium, copper, lead, silver, gold and uranium. Its oil reserves satisfy 80% of the country's domestic consumption*.

The manufacture of finished goods – particularly vehicles, machine tools, industrial plant*, telecommunications equipment and mining equipment – accounts for about 20% of all exports and puts Australia ahead of all European countries with the exception of France and Germany.

But Australia also shares one characteristic of all very advanced economies, namely the importance of modern service industries as a provider of jobs. As manufacturing and mining becomes increasingly automated, in this regard Australia outstrips Germany, which persists* in seeing jobs in service industries as something for migrant workers*. No less than 80% of Australia's workforce is employed in service industries, chiefly in construction, retailing, telecommunications, transport and distribution, and – above all else – in catering* and tourism.

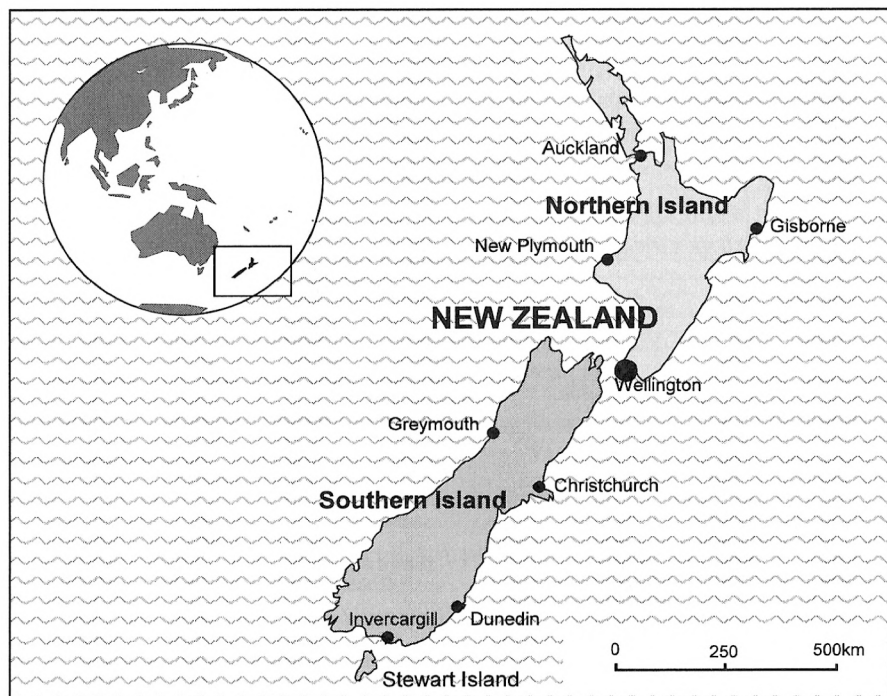
to puzzle verwirren; notion Vorstellung; gross national product Bruttosozialprodukt; domestic consumption Binnennachfrage; industrial plant Anlagebau; to persist beharrlich festhalten; migrant workers Gastarbeiter; catering Gastronomie

2. Some basic facts about New Zealand

a) Size

New Zealand is made up of two main islands, North Island with an area of 114,597 sq km and the bigger South Island with an area of 151,757 sq km. With a total area of 270,534 sq km New Zealand is not very much larger than West Germany before reunification (area: 248,667 sq km) and is considerably smaller than the re-united Germany (area: 356,973 sq km). Alternatively, you can say that New Zealand is about half the size of France.

Like Australia but not to quite the same extent, New Zealand is highly urbanised with 64,8% of the population living in towns or "secondary urban areas". No less than 26% live in Auckland on North Island, the country's largest town. Only 24% of the population live in purely rural areas.

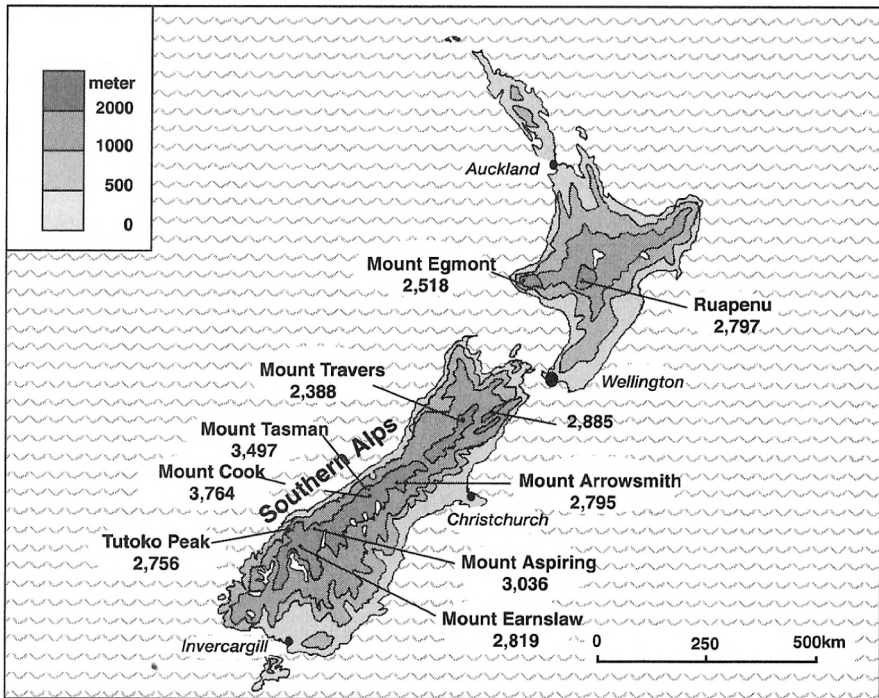


Neuseeland – Gestalt und Größe

New Zealand has no towns with a million or more inhabitants, though Auckland will undoubtedly pass the million mark in the foreseeable future. The main towns with more than 100,000 inhabitants are given below (census of 1991). The German towns in brackets are their rough equivalents by size of population.

Auckland	885,571	(Cologne)
Christchurch	307,179	(Bonn)
Hamilton	148,625	(Leverkusen)
Wellington	325,682	(Mannheim)
Hastings	110,216	(Potsdam)
Dunedin	109,503	(Potsdam)

New Zealand's density of population is normally given as roughly 13 people per square kilometre, but this can be rather misleading. North Island is both smaller and more thickly populated than South Island, and there the number of people per square kilometre is about 22. On South Island, on the other hand, the figure is only 6 per square kilometre.



Neuseeland – physikalische Gegebenheiten

b) Physical features

New Zealand is just over 1,600 kilometres in length, but within its boundaries it contains an astonishing variety of geographical and topographical features.

North Island is largely volcanic and characterised by hilly, though not mountainous, plateau. Some volcanoes are still active and the island is famous for its mud geysers and thermal springs. Volcanic activity has given the island rich and easily worked farmland. This, and the fact that it is also markedly drier than South Island, has led to its being more densely populated than the mountainous South Island.

South Island is dominated by the New Zealand Alps that stretch along almost its entire western edge. There are 18 peaks in excess of 3,000 metres with Mount Cook, 3,763 metres, being New Zealand's highest mountain. Moving eastwards, the Alps slowly give way first to forested hills and then to the rich and fertile Canterbury Plain in the extreme east of the island. The western seaboard of South Island is marked by relatively heavy rainfall, reaching some 7,500 mm per year. The eastern seaboard is much drier, having an average annual rainfall of around 330 mm.

c) Government

Unlike Australia, New Zealand's system of government is almost identical to that of Britain. It is a non-federal constitutional monarchy governed from its capital, Wellington, which is situated more or less in the centre of the country on the southern extremity of North Island.

The New Zealand parliament has 99 seats, four of which are reserved for Maori members. Elections are held on the simple majority system and adults aged 18 and over have the vote.

Like Britain, New Zealand has no written constitution and no constitutional court; the power of parliament is hence virtually absolute.

There are, however, three differences between the British and New Zealand systems, two of them trivial. Firstly, because New Zealand has no aristocracy the elected parliamentary assembly is called House of Representatives and not House of Commons. Secondly, the New Zealand parliament has no upper house, either elected or nominated. (This is not as different from Britain as it may at first sound as the British upper house is a purely advisory body without any real power.) Thirdly, and more importantly, elections are held at three-year intervals rather than every five years as in Britain.

There are two important reservations of which you should be aware. To begin with and as in Britain itself, calls for some form of proportional representation system became louder throughout the 1980s and a referendum was held on this question in 1992. A large majority voted in favour of changing the system, which effectively means the end of the two-party system. (The simple majority system works well when there are only two parties – as was the case in 19th century Britain – but is patently unfair when there are several parties.) The second possible reform that is at present under discussion is to lengthen parliamentary terms to five years.

There are four parties at present represented in the New Zealand House of Representatives (1996), namely the National Party with 50 seats, the Labour Party with 45 seats, the Alliance Party with 2 seats and the New Zealand First Party, also with two seats. Although the conservative National Party remains the biggest single grouping in parliament, it lost a large number of seats to Labour in the last election.

The Alliance Party is made up of a number of smaller parties who decided to co-operate with one another to achieve more electoral clout*. Most important among the Alliance parties are the Green Party, the New Labour Party, the Democratic Party, the Liberal Party and the Maori party, *Mana Motuhake*. As the names "New Labour", "Democratic" and "Liberal" suggest, the concrete differences between at least three of the Alliance parties are so slight – such differences are often local and historical in nature – that

the Alliance is likely to become a permanent feature of New Zealand politics.

clout Schlagkraft

d) People

When the European, i. e. the British, settlement of New Zealand began in the early 19th century, it is conservatively estimated that there were about 200,000 Maories living in separate tribal communities. By 1900, this number had fallen to a mere 42,000, a fall of very nearly 80%. As in Australia, this decimation of the indigenous population was caused by a combination of imported "European" diseases such as mumps, measles* and scarlet fever*, against which the Maoris had developed no resistance, warfare and economic impoverishment.

Although Maori numbers have recovered very markedly over the last 20 or 30 years – Maoris now make up some 10% of the population – New Zealanders of European descent are still in a big majority (just below 80%).

Despite this present situation, demographic trends seem to point to a major shift in the make-up of the New Zealand population in the generations ahead. The Maoris birthrate is significantly higher than the European, which means not only that less Europeans are being born, but that the European population is becoming increasingly elderly. In parallel to this demographic development, the reform of New Zealand's traditionally racist immigration rules have led to a big increase in the numbers of settlers coming into the country from Polynesia and, to a lesser extent, from Asia. At the same time – made anxious by these trends – European New Zealanders are themselves emigrating to Australia, Britain and the USA.

Here are the results of the 1991 census, but as said above, big changes in this pattern can be expected in the foreseeable future:

78.8%	European	1.1%	Chinese
9.6%	Maori	0.8%	Indian
3.9%	Polynesian	5.0%	various

measles Masern; *scarlet fever* Scharlach

e) Economy

As far as exports are concerned, New Zealand is still very dependent on agriculture. In 1993, 55% of all exports came from this sector, in order of importance beef and lamb (15%), milk products (14%), forestry products (12%), fruit and vegetables (5%), wool (5%) and fishery products (4%). Manufacturing industries contributed only 4% and mining only 3% to total

exports. The remaining 38% of New Zealand export trade fell very largely to the fast expanding tourism industry.

As the following tables show, the dominance of agriculture as a foreign earner is not, however, reflected in other economic statistics:

Gross Domestic Product

Agriculture	9%
Manufacturing and mining	26%
Services, including tourism	65%

Employment

Agriculture	11%
Manufacturing and mining	23%
Services, including tourism	66%

From these statistics you will see that New Zealand, like Australia, has already achieved the transfer of "human resources" from manufacturing and mining to services that is characteristic of modern advanced economies. (Many economists tell us that Germany's failure to follow suit* will cause big problems in the future.)

to follow suit dem Beispiel folgen

3. Are there time-zones in Australia as in other large countries?

Yes, there are, and they are three. Unlike in the USA, where the time zones annoyingly* cut across some states and regions, the Australian time zones are more convenient. They coincide with* state boundaries as follows:

Zone	Abbr.	State(s)
Western Standard Time	WST	Western Australia
Central Standard Time	CST	South Australia, North Territory
Eastern Standard Time	EST	New South Wales, Queensland, Tasmania, Victoria

The Australian time zones are fixed relative to *Greenwich Mean Time* (GMT), though for some strange reason GMT is called *Universal Time Coordinates* (UTC) there. Related to GMT and *Central European Time* (CET [MEZ] = GMT + 1 hour), the Australian zones look like this:

GMT	CET	WST	CST	EST
24.00	01.00	08.00	08.30	09.00
06.00	07.00	14.00	14.30	15.00
12.00	13.00	20.00	20.30	21.00
18.00	19.00	02.00	02.30	03.00

annoyingly lästigerweise; *to coincide with* sich decken mit

4. Do boomerangs really return to the thrower?

According to the Oxford English Dictionary, the word "boomerang" first cropped up* in 1827. It seems to have derived from a combination of the Aborigine words *womurrang* and *bumarin*. Be that as it may, a boomerang is an L-shaped missile made of hard wood, its outer edge being sharpened into a blade.

In the hands of a skilful thrower, it is indeed true that the boomerang will fly in an arc and hence return to a point near the thrower. Much more important than this, however, is the capacity of the boomerang to hit a target at an angle to its launching point. This means that, given skill, you can throw a boomerang away from you in such a way that it hits a target to your left, right or even behind you.

The claim that a boomerang can return to the thrower after having hit a target is, of course, nonsense. It falls to the ground like any other spent missile.

to crop up auftauchen

5. Do the Australians and New Zealanders drive on the left, as in Britain?

Yes, they do, so don't forget to look right, left and right again when you cross the road on foot. Europeans are often surprised to hear that most of the world drives on the left, not on the right. As in the case of Australia, New Zealand and a number of African and Asian countries, this is mainly because of the British, though Japan and Israel also drive on the left. The deciding factor in the greater popularity of driving on the left is, of course, India.

6. How do you write Australian and New Zealand addresses?

● Australia

Australian addresses make use of a postal code that can be read by automatic sorting machines. This code is made up of a two- or three-letter abbreviation for the state or territory followed by a numerical code consisting of four numbers. The letters and the numbers are separated by a space, the whole code being written after the postal town and on the same line. Please note that both the postal town and the letters of the postal code are written in block capitals and no punctuation is used.

Here are two examples of Australian addresses:

Heather Cobb
12 Curtis Drive
CROOKWELL NSW 2984

South Australia National Parks &
Wildlife Service
PO Box 667
ADELAIDE SA 5001

The post office-approved abbreviations for states or for territories are as follows:

Australian Capital Territory	ACT
New South Wales	NSW
Northern Territory	NT
Queensland	QLD
South Australia	SA
Tasmania	TAS
Victoria	VIC
Western Australia	WA

Please do not make up your own abbreviations, for example WAUS for Western Australia or QL for Queensland, as this will delay delivery.

● New Zealand

At the time of writing New Zealand has no system of postal codes, though bigger centres like Wellington and Auckland have postal area numbers, for example Wellington 1, Auckland 3 etc. For smaller places it is possible, though not essential, to add North Island (NI) or South Island (SI) immediately after the place name.

This means that New Zealand addresses are still written as in pre-automation days, usually with punctuation, for example:

Embassy of Switzerland	Mike Davis
Panama House	8, Cliff Road
22–24, Panama Street	Picton, SI
Wellington 1	

7. How important is the “School of the Air” in modern Australia?

Let it be said right from the outset that the expression “of the air” has nothing to do with flying except that the school makes use of the radio network set up by the Royal Flying Doctor Service. In this context “of the air” refers to radio waves that are broadcast through the atmosphere.

Europeans, and more particularly European schoolchildren, have always found the School of the Air fascinating. This is not surprising. The very idea of never having to attend an ordinary school and of talking to teachers by two-way radio is appealing*. This has, however, led to the School of the Air being given too much prominence in some school textbooks, which in turn tends to mislead.

As already remarked Australia is a highly urbanised society. Only about 15% of the population live in rural areas at all, and the huge majority of these people live within reach of small towns. Seen proportionately, only

a tiny minority of children live in sheep- and cattle-raising areas that are so isolated that they cannot reach a normal school.

Even so, in many cases other arrangements – other, that is, than the School of the Air – have been made for these children. Because it is thought educationally desirable that children are educated in the company of other children, boarding schools or at least hostels have been established that these children can attend during the school term.

All in all and while we don't want to be kill-joys*, the School of the Air has virtually no significance in Australian education as a whole.

appealing verlockend; *kill-joys* Spielverderber

8. How strong is the republican movement in Australia and New Zealand?

Before beginning, the writer would like to declare an interest. I myself am a republican who would like to see the abolition not of the British royal family but of this family's constitutional role.

You cannot talk about Australian republicanism without differentiating between a) the fairly developed positions of the main political parties on the one hand and b) the vagaries* of public opinion as exposed by polls on the other.

Let's look at the **political parties** first.

● The Australian Labor* Party

The setting up of a republic – to be called the "Federal Republic of Australia" – is official policy and was a plank in the party's national election campaigns in 1993 and 1996. The fact that the ALP won the 1993 election only narrowly and lost the 1996 election should not be seen, however, as a public reaction to this part of the ALP's programme. Both elections were fought almost entirely on economic issues, particularly worries about high government expenditure, the size of the national debt and rising unemployment.

The ALP sees the setting up of a republic largely in symbolic terms. It would mark Australia's coming of age* as an independent nation in a new world that looks towards Asia and the Pacific seaboard of North and South America rather than towards Europe and the "mother country", as Britain is still sometimes called.

* For some reason the Australian Labor Party uses the AE spelling of "labor". In other connections, the word seems to be spelt in the BE way, i. e. "labour".

● The Liberal Party

The Liberal Party supports the present arrangement – that is the continuance of the constitutional monarchy with the name of the “Commonwealth of Australia” – as part of its programme. The LP’s position is very laid-back*. Basically it says: the present arrangement has served us well, so why the hassle*?

Neither of the two main parties are in any sense extreme republicans or extreme monarchists, as the case may be. On the contrary, the Republican Debate in Australia – as in Britain itself – is marked by moderation, tact and objective argument.

● The Australian Democrats

Australia’s third – and much smaller – party, the Australian Democrats, is neutral at present, but is taking a very rationalist approach to the issue. The party would like to see a five-year period given over to research and debate followed by a national referendum. The referendum result would not be advisory, but binding on the government of the day. Basically the AD would like an answer to the central question: *Is the present constitution really holding the country back?*

Now to **public opinion**.

It’s always something of a disappointment to politicians and the media to find that the public at large is not especially interested in such issues. Most people have quite other worries and they know instinctively that it won’t make much difference to their lives one way or the other.

For all that, according to the polls there is a steadily rising tide of opinion in favour of a republic. One important poll, the Saulwick Poll, found an increase in republican support from 38% in 1976 to a clear majority of 60% in early 1994. On the other hand, another major poll, the AGB-McNair Poll, registered a rise in support for a republic from 31% in 1979 to 48% in October 1993, only to find that this last figure had dropped back to 43% by January 1994.

These results seem to show that support is fairly evenly divided between the two camps, but that a significant number of voters are undecided.

vagaries Laune; *to come of age* volljährig werden; *laid-back* gelassen; *hassle* Ärger

9. Is there a lot of antipathy between Australians and New Zealanders?

Well, some people like to maintain that there is a certain antipathy between Australians and New Zealanders but this is often absurdly exaggerated. It’s rather like the grossly overstated claims one hears about the “traditional

enmity" (!) between the English and the Scottish and between the Germans and the Dutch. In practice most of this kind of thing seems to come down to media attempts to whip up feeling in advance of international sporting events. However, New Zealand friends of the writer do say that they sometimes find Australians rather superior and patronising. They don't like to be called "Kiwis" and to be treated like country bumpkins in a rather down-the-nose way. And it is true that there are some unkind jokes told by (some) Australians about New Zealanders that parallel the "Irish jokes" told by (some) British people and the "Ostfriesland jokes" told by (some) Germans.

Three examples:

Q: What's written on the bottom of a New Zealand milk bottle?

A: Open other end

Q: What's written at the top of a New Zealand ladder?

A: Stop!

Q: What instruction is written on a tin of New Zealand shoe polish?

A: Remove the lid before use.

10. Is it true that Australia took an active part in the Vietnam War?

Yes, this is true, though it somehow seems to get left out of popular history books. In fact, Australia was the only country to actively support the USA in Vietnam by sending fighting troops, including even conscripts*. The first contingent of troops were sent to Vietnam in mid-1968 and more followed in the ensuing three years. All Australian troops were withdrawn between August 1971 and February 1972, however, largely owing to the strength of public protest in both Australia and the USA.

conscript Einberufener, Wehrdienstpflichtiger

11. Is it true that myxomatosis was imported into Australia to kill the rabbits?

Yes, this is true. Rabbits were imported into Australia by the early settlers as a cheap form of food. Numbers of animals escaped and multiplied as only rabbits can. They soon became a major pest, competing with sheep and cattle for Australia's scarce* grass resources. Huge areas of the country were fenced off with rabbit netting* at very high cost to protect the grasslands, but this was at best an inefficient solution because of the ability of rabbits to burrow*. Finally, myxomatosis was imported into Australia – and, incidentally, into Western Europe, too – as a pest-control measure in

the 1950s. This gave only temporary relief, however, as succeeding generations of rabbits developed resistance to the disease.

scare knapp; *netting* Maschendraht; *to burrow* einen Gang graben

12. Is there such a thing as Australian English or New Zealand English?

We will probably make ourselves unpopular by saying so, but in our view you cannot really talk about Australian or New Zealand English in the same way that you can talk about American English – and some commentators deny that there's really such a thing as that, too, don't forget.

The written language of educated Australians and New Zealanders, of government and the law, and of the quality press is identical to British English. Unlike American English, there are no differences in either spelling or grammar.

Particularly in Australia – though less so in New Zealand – the spoken language has a markedly different pronunciation. This is characterised chiefly by two things:

- vowel sounds are spoken long and not clipped as in educated British English. This particularly applies to the *a*-sound in words like *market*, *park* and *party*, which tend to be stretched like the *a*-sound in such German words as *Laden* and *Vater*.
- The short *a*-, *e*- and *i*-sounds in words like *cat*, *met* and *fit* are also pronounced in a rather German way, beginning to sound a bit like *cet*, *mate* and *feet*.
- the *a*-sound in British English words like *face*, *late* and *race* tend to be spoken like the *i*-sound in *bite* and *might*. Hence Australians tend to say *fice* for *face*, *lite* for *late* and *rice* for *race*.

As remarked above, however, New Zealanders tend to have a milder accent nearer to British English and the “Kiwi accent” is immediately recognisable as such in Australia. New Zealand friends of the writer who now live in London lost their New Zealand pronunciation within quite a short time while Australians seem to maintain theirs.

● Strine

When an Australian says the word “Australian” fast, it sounds like “Strine”. This has become the word used to describe words and idioms – some taken from Aborigine languages – that are said to be unique to “Australian English”. This sounds cautious, if not sceptical, and it is meant to. A fair number of words commonly listed as Strine are in fact identical – other than in pronunciation – in British and/or American English. Such words are marked with an asterisk (*) in the following list:

Abo	short form of Aborigine, usually insulting
Aussi	Australian
arvo	afternoon
back of beyond*	far away from civilisation, outback
barbie	barbecue
beaut*	beautiful
beef road	road used to transport cattle
billabongwater-hole	water-hole
billy tea*	tea made over open fire in a billy (small camping saucepan)
bitumen	asphalt road
blowie	blowfly (<i>Schmeißfliege</i>)
boong	racist word for Aborigine
bottleshop*	off-licence (<i>Getränk Laden</i>)
bull dust	fine red dust in outback
bunkum*	nonsense
bushwalking	walking or trekking in the outback
BYO*	short for bring your own (drinks or food to private party* or drinks to some restaurants)
cattleman*	cowboy
cattle station*	cattle ranch
chook	hen
cocky	small farmer
coon*	racist word for black person
corroboree	party, celebration
countermeal*	meal eaten at bar
crook	ill
cut lunch	sandwich
didgeridoo	Aborigine wind instrument
digger	soldier
dill	idiot
dinkum	genuine, real
down under*	Australia as seen from Britain, i. e. on the other side of the world
drongo	idiot
drover*	cowboy
dunny	latrine (<i>Plumsklo</i>)
esky	insulated bag (<i>Kühltasche</i>)

fair dinkum	very true
fair go*	fair chance to do something
flake	shark steak (<i>Haifischfilet</i>)
galah	parrot, used for women that gossip, chatter (<i>Schwätzer</i>)
garbo	rubbish collector
gin	insulting term for Aborigine woman
globe	light bulb
Good on ya!*	Well done! (<i>Gut gemacht!</i>)
grazier*	rancher or sheep farmer
gripe*	complain
grog*	alcoholic spirits
grub*	food
gumtree	eucalyptus tree
jackeroo	cowboy
jilleroo	cowgirl
joey	kangaroo
jumbuck	sheep
Kiwi	New Zealander, sometimes used down-the-nose (<i>verächtlich</i>)
knock*	criticise
larrikin	hooligan (<i>Rowdy</i>)
lollies*	sweets
mate*	friend, chum
milkbar	small neighbourhood shop (<i>Tante Emma-Laden</i>)
no hopper*	ne'er do well (<i>Taugenichts</i>)
pollie	politician, often used down-the-nose (<i>verächtlich</i>)
pom	British person, often used down-the-nose (<i>verächtlich</i>)
poofter	very insulting term for homosexual
rage	wild all-night party
ratbag*	idiot (<i>Arschloch</i>)
reffo	refugee
roadtrain	huge truck with several trailers for transporting cattle
roo bar	wide bumper to knock kangaroos out of the way (<i>Stoßstange</i>)
rubbish*	criticise an idea, suggestion harshly, contemptuously (<i>vernichtend heruntermachen</i>)
sealed road	asphalt road
sheila	young women, sometimes used down-the-nose (<i>verächtlich</i>)

shout	round (in pub)
sicki	paid day off work because of illness
smoko	break (<i>Pause</i>)
stockman*	cowboy
stubbies	small, handy bottles of beer*; shorts (<i>kurze Hosen</i>)
thongs	sandels
togs*	swimming trunks, sometimes used for clothes generally
tucker*	food
walkabout	short two or three day break to relax and restore one's energy (<i>Kurzturlaub</i>)
whinge*	complain or make a fuss, usually about triviality (<i>herumnörgeln</i>)
wog*	insulting term for South European, e.g. Italians, Greeks
wowser	narrow-minded kill-joy (<i>prüder Spielverderber</i>)
yarn*	chat (<i>Schwätzchen</i>)

13. Were the original settlers in Australia all dangerous criminals?

No, they weren't, and for two reasons.

Firstly, the idea that all early immigrants to Australia were dangerous criminals parallels the equally widespread myth that the first British settlers in America were zealous Puritans. The first group of settlers left for Australia in eleven ships under the command of Captain Arthur Phillip in May 1787 and reached the east coast of Australia near what is today Sydney about two years later. Of the roughly 1 400 people who survived the voyage, 736 were convicts. The rest were military personnel and "free settlers".

Even so, few of the 736 transportees were criminals in a modern sense of the word. The 18th century British penal code* was the harshest in Europe: "serious offenders"* – murderers, armed robbers, terrorists and the like – were put to death by hanging. Transportation was seen as a relatively mild punishment reserved for petty thieves* such as pickpockets*, shoplifters and even poachers*.

Ellen Carter, a Norfolk woman, was transported to Georgia in 1768 for stealing a loaf of bread from her employer; Harold Hanley, a London barrow-boy*, was transported for debt. Others were transported for misdemeanours* such as disturbing the peace*, prostitution and, above all, for political and social "agitation". Many transportees were not criminals even in this sense. They were people who would today receive medical help or social support. Incidentally, transportation is still used by authoritarian regimes. You only need to look at the case of Wolf Biermann.

penal code Strafgesetzbuch; *serious offenders* Schwerverbrecher; *petty thief* Kleinkrimineller; *pickpocket* Taschendieb; *poacher* Wilderer; *barrow-boy* Straßenhändler; *misdemeanours* Ordnungswidrigkeit; *disturbing the peace* Ruhestörung

14. What are the Australian and New Zealand public holidays?

Australia

National public holidays

New Year's Day	01.01
Australia Day	26.01
Good Friday	–
Easter Monday	–
Anzac Day ¹	25.04
Christmas Day	25.12
Boxing Day	26.12 (except South Australia, see below)

State public holidays

● New South Wales

Queen's Birthday ²	1st Monday in June
August Bank Holiday	1st Monday in August
Labour Day	1st Monday in October

● Queensland

Labour Day	1st Monday in May
Queen's Birthday ²	2nd Monday in June
Queensland Day	Last Monday in June
Brisbane Show Day ³	2nd Wednesday in August

● South Australia

Adelaide Cup Day ⁴	3rd Monday in May
Labour Day	1st Monday in October
Proclamation Day ⁵	Last Monday in December, instead of Boxing Day

● Victoria

Labour Day	2nd Monday in March
Melbourne Show Day ³	1st Thursday in September
Melbourne Cup Day ⁴	1st Tuesday in November

● Western Australia

Foundation Day ⁵	1st Monday in June
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1 Anzac stands for Australian and New Zealand Army Corps. Anzac Day, which is celebrated on 25 April in both Australia and New Zealand, is probably the only public holiday in the world that celebrates – or rather commemorates* –

not a victory, but a defeat. This took place in the First World War when Australian and New Zealand troops tried to take the heights of Gallipoli, which guard the European shore of the entrance to the Black Sea, in 1915. Because of bad planning and poor leadership by the commanding British general, over 4,000 Australian and New Zealand troops lost their lives in a hopeless battle against Turkish troops under German leadership before being ordered to retreat.

- 2 Queen Elizabeth II's real birthday is in April but she celebrates it officially in June because the weather in Europe is then better. This is tough on the Australians and New Zealanders because it is the middle of winter.
- 3 The Brisbane Show and the Melbourne Show were originally agricultural markets but over the generations they have developed into a heady* cocktail made up of one part agricultural and industrial fair*, one part arts festival and one part carnival.
- 4 The Adelaide Cup and the Melbourne Cup are both horse races rather like the Cheltenham Gold Cup or the Derby in Britain. The Melbourne Cup is particularly famous as one of the world's great horse races.
- 5 Proclamation Day in South Australia and Foundation Day in Western Australia both celebrate the official recognition of these originally British colonies as independent states within the new Australian federation.

to commemorate gedenken; *heavy* berauschend; *fair* Messe

New Zealand

National public holidays

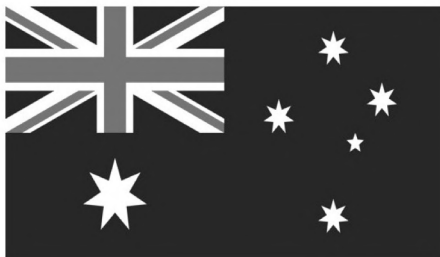
New Year	1 and 2 January
New Zealand Day	6 February
Good Friday	—
Easter Monday	—
Anzac Day	25 April
Queen's Birthday	First Monday in June
Labour Day	Fourth Monday in October
Christmas Day	25 December
Boxing Day	26 December

In addition to these national public holidays, some towns and regions of New Zealand celebrate their own **Foundation Day**, as follows:

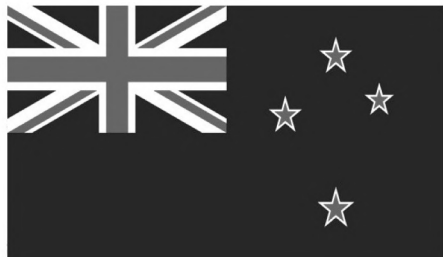
Wellington	22 January
Auckland	29 January
Northland	29 January
Nelson	1 February
Otago	23 March
Southland	23 March
Taranaki	31 March
Hawke's Bay	1 November
Marlborough	1 November
Westland	1 December
Canterbury	16 December

Please note, that when the above dates fall on a Friday, Saturday or Sunday, then the next following Monday is a holiday. When they fall on a Tuesday, Wednesday or Thursday, then the previous Monday is a holiday.

15. What is the meaning behind the flags of ...



Australien-Flagge



Neuseeland-Flagge

Australia?

Interestingly, the Australian flag is the only flag in the world that can fly above a whole continent.

The Union Jack in the top left hand corner obviously symbolises Australia's historical and cultural links with Britain, and its marine blue background the fact that it was discovered by seafarers. The large star bottom left has five points for each of the five states and one point for the territories that have not achieved statehood. The smaller stars on the right form the Southern Cross, the feature in the night sky of the southern hemisphere that guided early navigators like Captain James Cook to Australia.

Some members of the Australian Republican Movement – please see 8 above – do not go for the Union Jack being part of the Australian flag. They feel that Australia, like Canada, should have a flag that is completely free of such historical associations.

New Zealand?

The New Zealand flag is similar to the Australian one, having the Union Jack in the top left segment on a marine blue ground. The flag also features stars on the right, though these, four in number, are red with a narrow white border. As in the case of the Australian flag, the arrangement of the stars is symbolical of the Southern Cross, but they also stand for the North Island (upper pair) and the South Island (lower pair).

16. What is the situation of the Aborigines and the Maoris today?

● The Australian Aborigines

The almost total decimation of the Australian Aborigines, or the "First Australians" as they are now often called, is sometimes compared to the fate of the Native Americans. It is, however, hard to escape the impression that the Aborigines fared even worse than the Americans.

Unlike Native Americans, the Aborigines were not tribally organised into "nations", had no formal leadership, no administrative structures and, above all, no warrior class capable of defending their interests against others. On the contrary, they lived in extremely complex self-sufficient family groups in accordance with age-old oral tradition going right back to the "dream-time", i. e. to the creation of the world. Individual authority depended not upon military prowess or material wealth, but on people's perception of a person's religious knowledge and wisdom.

It is no surprise that people brought up in accordance with Aborigine cultural values were absolutely no match for the rapacious materialism of the European settlers with whom they were competing for land and resources. Many thousands died through infections, such as the common cold, measles* and mumps which the settlers brought with them and against which the Aborigines had developed no resistance. Many were incapacitated by alcohol abuse. Large numbers were simply massacred when they tried to resist the take over of their traditional lands. (The last of these massacres took place as recently as 1928.)

When Australia was formally declared a British colony in 1788 there are thought to have been about a million Aborigines living in what the British self-servingly regarded as an uninhabited country without an owner or a "terra nullius".

Today there are about 257,000 Aborigines, or approximately 1.5% of the population. Although today's figure is about a quarter of the 1788 estimate, it still represents a hopeful trend. New measures to protect the Aborigines introduced by both Canberra and state governments over the last 30 years or so have resulted in a steady increase in Aborigine numbers. A heightened public perception of Aborigine rights and a genuine wish to make amends for past abuses have also contributed to this process of revival.

measles Masern

● The New Zealand Maoris

If we want to make comparisons with the Native Americans at all – and such comparisons are always dangerous – then the experience of the Maoris in New Zealand throws up some illuminating parallels.

The British settlement of New Zealand began in earnest with the arrival there of a party led by the Anglican missionary, Samuel Marsden. Missionaries of other Christian denominations quickly copied Marsden's example and – as “trade follows the cross” – the missionaries were soon followed by the first settlers.

While it was plainly impossible to declare New Zealand a “terra nullius” – an empty land there for the taking – the British did the next best thing. An organisation called the New Zealand Association was set up to buy land from its Maori owners and sell it to British settlers. This it did by using all sorts of dirty tricks, deception and broken promises. This inevitably led to both the material impoverishment of the Maoris and to Maori feelings of resentment and hostility towards the white settlers who had cheated them. As in the USA, violent clashes between the settlers and the indigenous population were the result. As in the USA, too, the settlers were soon calling for the government to protect them against both the Maoris and against the criminal activities of European land speculators.

These calls led to the *Treaty of Waitangi* in 1840. Under the terms of this treaty, the Maori tribes surrendered their sovereignty* to the British government. In return, the British government guaranteed the Maori's rights of ownership in the land. The only condition attaching to these ownerships rights was that in the event of sale, the British government had the “right of first refusal”*.

Today, historians are still arguing about whether the Treaty of Waitangi ever had a chance of being turned into practical politics. Be that as it may, it was ignored by the land-hungry settlers from the outset. Land-grabs* on a huge scale continued, and the British government did nothing to enforce Maori treaty rights. The situation became even worse after 1852, when the *Constitution Act* transferred the day-to-day administration of the country to a newly-constituted New Zealand government firmly in the hands of the settlers.

These developments led to the *Maori Wars* which raged in many parts of New Zealand between 1860 and 1865. The Maori tribes were no match for the better armed and more numerous white troops and were easily defeated. This in turn led to the loss of their lands and the Treaty of Waitangi was finally declared null and void* in 1877.

By 1900 the Maori population of New Zealand, which is estimated to have been about 200,000 at the beginning of the 19th century, had shrunk to a mere 42,000 people living in poverty on the margins of society.

As in the case of the Australian Aborigines, the Maoris have fared much better during the last 20 years or so. The New Zealand government has returned significant areas of land confiscated from the Maoris in the 19th

century and has paid substantial reparations for past abuse under the terms of the *Treaty of Waitangi Act* of 1975.

Reparation payments have enabled the Maori community to finance educational, health, housing and cultural programmes to improve their situation. These social and economic measures have given rise to a growth in the Maori population and it is now increasing faster than that of European New Zealanders. Today the Maori population numbers some 330,000 people, or 9.6% of the total population.

As in Australia, these administrative measures have been accompanied by – or perhaps even caused by – a radical change in public perception. Once marginalised and discriminated against, now New Zealanders of all races are proud of their country's Maori heritage. Inter-marriage, mainly between Maori men and European women, are becoming relatively common. Many people who think of themselves as Maori in fact have some European blood. It is becoming more and more the case that to be a Maori has as much to do with choice and perception as with genetics.

sovereignty Hoheitsrechte; *right of first refusal* Vorkaufsrecht; *land-grabs* Landraub; *null and void* null und nichtig

19. Why do Australians call the British “Poms”?

The Oxford English Dictionary says the origin of the uncomplimentary Australian term “Poms” or “Pommies” for the British is unknown. This is certainly true if you are out for absolute certainty, but there are at least three popular theories about the origin of this word.

The most widely accepted explanation is that “Pom” is a shortened form of “pomegranate”, a rather pale, soft and unattractive round fruit. You could always tell new British settlers when they landed in Australia after a long sea voyage because they looked pale, flaccid, unattractive and round like a pomegranate.

If anything, the second theory is even less complimentary. It suggests that “Pom” is simply short for “pompous”.

A third, more historical, theory claims that “Pom” stands for “Prisoners of Mother England”. We are told that this explanation is a favourite in New Zealand.

Take your pick!

6. Weitere Fragen zur englischen Sprache

1. Was sind die Unterschiede zwischen amerikanischem Englisch (AE) und britischem Englisch (BE)?

Dies ist ein riesiges Gebiet mit Tausenden von Unterschieden in Aussprache, Orthographie, Wortschatz und Gebrauch. Wir haben uns entschieden, hier nur einige der häufigsten und augenfälligsten zu beschreiben. Wir möchten aber im voraus betonen, daß die Mehrzahl dieser Unterschiede, besonders in den Bereichen Aussprache, Orthographie und Gebrauch, geringfügig sind und keine Beeinträchtigung des gegenseitigen Verständnisses zwischen Amerikanern und Briten darstellen. Dies ist eher der Fall bei den lexikalischen Unterschieden, aber hinsichtlich des Gesamtwortschatzes überwiegen die Gemeinsamkeiten zwischen amerikanischem und britischem Englisch bei weitem.

Diese Unterschiede entstanden zu einer Zeit, in der es keine globale Kommunikation gab. Im Zweiten Weltkrieg wurden amerikanische Truppen in Großbritannien stationiert und viele Amerikaner und Briten empfanden die Unterschiede in Sprache und Lebensart als Kulturschock. Der damalige Oberbefehlshaber der alliierten Truppen, General Eisenhower, beschrieb die Situation so: "Two countries divided by a common language." Viele Briten und Amerikaner glaubten damals, die Unterschiede würden noch zunehmen und die beiden Varianten sich so weit auseinander entwickeln, daß sie irgendwann getrennte Sprachen würden. Dies ist nicht geschehen. Im Gegenteil, die globale Kommunikation hat die Unterschiede verringert, wenn auch einseitig, d. h., immer mehr Amerikanismen finden den Weg nach Großbritannien. Viele werden erkannt als Amerikanismen – aber verstanden –, und manche werden aufgegriffen und gebraucht.

Aussprache

Obwohl es mehrere regionale Varianten in der Aussprache innerhalb Großbritanniens gibt, benutzen alle britischen Wörterbücher "Received Pronunciation". Dies ist die Sprache von Radio und Fernsehen und "gebildeten Menschen" und wird allgemein als "richtiges Englisch" akzeptiert. Amerikanische Wörterbücher, vor allem Webster's, benutzen zwar "Standard American", aber die sehr großen Variationen innerhalb der USA

haben ihre eigene Gültigkeit. Es ist also schwierig, amerikanische und britische Aussprache genau miteinander zu vergleichen. Wir werden uns deswegen auf einige mehr oder minder allgemeine Hauptunterschiede beschränken.

- Ein "r" nach einem Vokal (z. B.: *hair, turn, rare*) wird im BE meistens nicht ausgesprochen, kann aber im AE gehört werden.
- Ein "t" zwischen Vokalen (z. B.: *bottle, dirty, tomato*) wird als "d" ausgesprochen: "boddle", "dirly", "tomaydo" usw.
- Der "you"-Laut im BE wird im AE nach d, n, s und t wie "oo" ausgesprochen, z. B.: *duke* ("dook"), *news* ("noos"), *assume* ("as-soom"), *Tuesday* ("Toosday").
- In Wörtern, in denen "a" vor einem Frikativlaut (s, f, th) oder einem Nasallaut (n, m) gefolgt von einem Konsonanten vorkommt (z. B.: *after, aunt, can't, dance, example, fast, half, laugh, pass, past*), wird das "a" im BE lang (wie in "father" oder "dance") ausgesprochen, im AE kurz (wie im "hat").
- Bei Wörtern mit vier oder mehr Silben, bei denen die Betonung auf die erste oder zweite Silbe fällt, wird im AE die zweitletzte Silbe auch betont und der vorherige Vokal voll ausgesprochen, z. B.: *necessary* ("nec-ess-air-y"), *military* ("mil-it-air-y"), *speculative* ("spec-you-lade-ive").
- Bei Wörtern, die mit "-ile" enden, wird im AE der letzte Vokal oft gekürzt (z. B. *docile* = "dossil", *servile* = "servil") oder gar nicht ausgesprochen (z. B. *missile* = missle, *fertile* = fertle, *sterile* = steral). Aber es gibt hier große regionale Unterschiede in der USA, und Wörter wie *meanwhile*, *tile* und *infantile* werden wie BE ausgesprochen.
- Manche Wörter werden im AE anders betont als im BE, z. B.: *advertisement* ("adver-tise-ment"), *laboratory* ("lab-oratory"), *detail* ("dee-tail"), *research* ("ree-search").
- Es gibt einige Lehnwörter, die im AE anders ausgesprochen werden als im BE: *depot* ("dee-po"), *theatre/theater* ("thee-ayter"), *herbs* ("erbs").

Orthographie

Die amerikanische Schreibweise ist meistens einfacher und regelmäßiger als die britische. Viele Reformen wurden von Noah Webster (1758–1843) in seinem ersten Wörterbuch der amerikanischen Sprache (1828) eingeführt. Diese Änderungen können systematisch in die folgenden Hauptgruppen aufgeteilt werden. (Die BE-Schreibweise steht in Klammern.)

-or (-our)

Die meisten dieser Wörter sind normannisch-französischen Ursprungs: *arbor* (arbour), *armor* (armour), *color* (colour), *favor* (favour), *favorite* (favourite), *flavor* (flavour), *harbor* (harbour), *honor* (honour), *humor* (humour), *glamor* (glamour), *labor* (labour), *neighbor* (neighbour), *odor* (odour), *rigor* (rigour), *savor* (savour), *tumor* (tumour), *valor* (valour), *vigor* (vigour) usw.

-er (-re)

center (centre), *fiber* (fibre), *goiter* (goitre), *liter* (litre), *meager* (meagre), *meter* (metre), *miter* (mitre), *saber* (sabre), *somber* (sombre), *specter* (spectre), *theater* (theatre) usw.

Bei manchen Wörtern dieser Gruppe ist das "-re" auch im AE beibehalten worden, da eine Schreibweise mit "-er" zu einer falschen Aussprache führen könnte, z. B.: *acre*, *lucre*, *massacre*, *mediocre*, *ogre*.

-e (-oe/-ae)

Bei Wörtern griechischen oder lateinischen Ursprungs: *ameba* (amoeba), *anemia* (anaemia*), *anesthetic* (anaesthetic*), *archeology* (archaeology*), *diarrhea* (diarrhoea), *encyclopedia* (encyclopedia*), *eon* (aeon), *esophagus* (oesophagus*), *esthetic* (aesthetic), *estrogen* (oestrogen), *ether* (aether*), *gynecology* (gynaecology*), *hemoglobin* (haemoglobin), *hemorrhage* (haemorrhage), *hemorrhoids* (haemorrhoids), *hemophilia* (haemophilia), *homeopathy* (homoeopathy), *medieval* (mediaeval*), *paleontology* (palaeontology) usw.

Eine Gruppe von Wörtern klassischen Ursprungs behält aber "-ae" auch im AE bei: *aerate*, *aerial*, *aerobatics*, *aerobics*, *aerodynamics*, *aerosol*, *aerospace*, aber "airplane" und nicht "aeroplane" – auch im AE gibt es Ausnahmen von Ausnahmen!

* Die AE-Schreibweise wird zunehmend auch im BE benutzt.

-ll (-l)

Wörter, die mit einem Vokal und einem "l"-Laut enden, z. B.: *appall* (appal), *distill* (distil), *enroll* (enrol), *enthrall* (enthral), *fulfill* (fulfil), *install* (instal), *instill* (instil).

Beachte aber Ausnahmen wie *extol* (extol), *traveled* (travelled), *traveler* (traveller), *installment* (instalment), *skillful* (skilful).

Die Verdoppelung von Konsonanten wird im AE allgemein vermieden. So auch: *combated* (combatted), *kidnaped* (kidnapped), *programed* (programmed), *worshiped* (worshipped).

-ize (-ise)

Wörter, die im BE mit entweder "-ise" oder "-ize" buchstabiert werden können, werden im AE immer mit "-ize" buchstabiert:

apologise/apologize, civilise/civilize, formalise/formalize, organise/organize, recognise/recognize usw.

-lyze (-lyse)

Bei Verben mit dieser Endung wird im BE "-lyse" bevorzugt, im AE "-lyze", z. B.: *analyze* (analyse), *paralyze* (paralyse).

-og (-ogue)

Wörter mit dieser Endung haben im BE fast immer "-ogue" und im AE meistens "-og", z. B.: *analog* (analogue*), *catalog* (catalogue), *dialog* (dialogue), *monolog* (monologue), *pedagog* (pedagogue).

* "Analog" wird im BE jetzt immer häufiger benutzt.

-se (-ce)

Im AE wird die Endung mit "-se" bevorzugt: *defense* (defence), *pretense* (pretence), sogar dort, wo im BE zwischen Verb und Substantiv differenziert wird: *practise* (n: practice, v: practise), *license* (n: licence, v: license).

Außer diesen Hauptgruppen gibt es auch viele allgemeine Vereinfachungen, die nicht systematisch einzuordnen sind, z. B.:

ax (axe), *check* (cheque), *disk* (disc*), *jewelry* (jewellery), *mold* (mould), *nite* (night), *plow* (plough), *program* (programme*).

* "Program" und "disk" werden auch im BE benutzt, aber ausschließlich im Sinne von "Computerprogramm" und "Computerdiskette".

Wortschatz

Es gibt eine Reihe von Wörtern, die in beiden Varianten gleich sind, aber unterschiedliche Bedeutung haben (die BE-Bedeutung steht in Klammern), z. B.:

biscuits = weiches Brötchen (Kekse), *chips* = Kartoffelchips (Pommes Frites), *corn* = Mais (Getreidekorn), *depot* = Eisenbahn- oder Busbahnhof (Lagerhaus, Magazin), *gas* = Benzin (Gas), *jelly* = Marmelade (Wackelpeter), *subway* = Fußgängertunnel (U-Bahn), *vest* = Weste (Unterhemd).

Es gibt Wörter, die eine etwas andere Form haben, z. B.:

aluminum (aluminium), *baby bottle* (baby's bottle), *beach chair* (deck chair), *cookbook* (cooking book), *crawfish* (crayfish), *dollhouse* (doll's

house), *driver's license* (driving licence), *mail box* (letter box), *math* (maths), *pajama* (pyjama), *railroad* (railway), *rowboat* (rowing boat), *sailboat* (sailing boat), *sanitarium* (sanatorium), *sled* (sledge), *windshield* (windscreen), *zip* (zipper), *zip code* (post code).

Es gibt auch Wörter, die völlig unterschiedlich sind, z. B.:

apartment (flat), *automobile* (car*), *bathrobe* (dressing gown), *cab* (taxi*), *candy* (sweets), *cookie* (biscuit), *diaper* (nappy), *drapes* (curtains), *elevator* (lift), *epinephrine* (adrenalin), *eraser* (rubber), *fall* (autumn), *flashlight* (torch), *garbage* (rubbish/refuse), *garbage can* (dustbin), *gas* (petrol), *hood* = Motorhaube (bonnet), *movie* (film*), *pants* (trousers), *row house* (terrace house), *rummage sale* (jumble sale), *sidewalk* (pavement), *thumb tack* (drawing pin), *trailer* (caravan), *truck* (lorry), *trunk* = Kofferraum (boot), *tub* (bath*), *undershirt* (vest), *vest* (waistcoat), *W.C./water closet/powder room* (toilet*).

* Diese Wörter werden, wenn auch seltener, auch im AE benutzt.

Gebrauch

Präpositionen werden oft anders benutzt, z. B.: Amerikaner wohnen "on a street", Briten "in a street". Amerikaner unternehmen etwas "on the weekend", Briten "at the weekend". Amerikanische Studenten sind "in a course", und britische Studenten sind "on a course". Amerikaner können sagen: "I'm leaving Thursday", Briten müssen sagen: "I'm leaving on Thursday".

Einige weitere Unterschiede sind:

back of/in back of (behind)

Monday through Friday (Monday to Friday)

a quarter of three (a/quarter to three)

a quarter after five (a/quarter past five)

ten of seven (ten minutes to seven)

in school (at school)

different than (different to/from)

in the hospital (in hospital)

wash up (have a wash/get washed)

wash/do the dishes (wash up/do the washing up)

Grammatik

Vorneweg muß man betonen, daß die Grammatik der englischen Sprache für AE und BE gleich ist. Man kann höchstens von unterschiedlichen Präferenzen im allgemeinen Gebrauch reden.

Shall

“Shall” ist im AE noch seltener als im BE. Die folgende Konstruktion, die auch im BE selten benutzt wird, ist im AE fast unbekannt:

Shall you be at home? – No, I shan't.

Im AE würde man immer (und im BE immer öfter!) “will” benutzen:

Will you be at home? – No, I won't.

Should

Auch “should” wird im AE noch seltener als im BE benutzt und wird, wo dies möglich ist, durch “would” ersetzt, z. B.:

(BE) *I should be happy to lend it to you.*

(AE) *I would be happy to lend it to you.*

Da die Kurzform “I'd” fast immer benutzt wird (und nicht nur im gesprochenen Englisch), ist der Unterschied hier sowieso ziemlich egal.

(BE) *I shouldn't do that if I were you!*

(AE) *I wouldn't do that if I were you!*

“Should” wird im AE nur noch in bestimmten Konstruktionen benutzt, z. B.:

You should be ashamed of yourself!

Have (got)

Es stimmt nicht mehr, daß im BE “have got” und im AE “have” bevorzugt werden. Konstruktionen mit “have” werden heute im BE ebenso häufig verwendet wie im AE, z. B.:

I haven't/don't have any money. (I haven't got any money.)

I have a new car. (I've got a new car.)

Do you have a cold? (Have you got a cold?)

Vergangenheitsformen

Einige Verben haben andere Vergangenheitsformen (simple past, present perfect) im AE:

dive – dove – dove (dive – dived – dived)

fit – fit – fit (fit – fitted – fitted)

forget – forgot – forgot (forget – forgot – forgotten)

get – got – gotten (get – got – got)

ring – rung – rung (ring – rang – rung)

sew – sewed – sewed (sew – sewed – sewn)

sing – sung – sung (sing – sang – sung)

sink – sunk – sunk (sink – sank – sunk)

sow – sowed – sowed (sow – sowed – sown)

swim – swum – swum (swim – swam – swum)

2. Woher kommt das Wort "...”?

OK

“OK” oder “okay” kommt aus Boston. Um 1830 machte sich eine Zeitung über die damalige Diskussion um eine Rechtschreibreform lustig. Sie erfand Abkürzungen von Sprüchen mit witzigen Schreibweisen, z. B.: OW = orl wright, KY = know yuse (no use), und OK = orl korrekt.

1840 wurde “OK” als Slogan bei der Präsidentschaftswahl von Martin Van Buren (er wurde in Old Kinderhook geboren) wieder aufgegriffen und populär gemacht. Van Buren verlor die Wahl, aber sein Slogan hat die Welt erobert.

Loo

Die Abstammung ist ungewiß, und Sie können zwischen drei Theorien wählen:

- Eine Verballhornung von “Regardez l’eau!”. In den Zeiten, bevor es eine Toilettenspülung gab, war dies in Frankreich ein höflicher Warnschrei an Passanten, bevor man das Nachtgeschirr aus einem oberen Fenster leerte.
- Eine Verballhornung von “le lieu” (der Ort), die in der etwas pruden viktorianischen Zeit als Euphemismus benutzt wurde.
- Viele der ersten gußeisernen Spülkästen trugen das Markenzeichen “Waterloo”.

“Love” statt “nil” im Tennisspiel

Es stammt von der Wendung “to play for the love of the game”, d. h. “for nothing”.

Posh

In der Roma-Sprache bedeutet “posh” Geld und wurde in der Londoner Unterwelt des 18. Jahrhunderts als Slangwort für “reich, luxuriös” benutzt. Im späteren 19. Jahrhundert wurde “posh” auch für einen Dandy (Modegeck, Stutzer) benutzt. Am Anfang des 20. Jahrhunderts hatte “posh” immer noch die Bedeutung von “extravagant, nobel, fein,” aber es wird jetzt im Sinne von “übertrieben fein, geziert, snobistisch” verwendet.

Die Geschichte, daß “posh” von den begehrten Schiffskabinen bei Fahrten zwischen Großbritannien und Indien stammt (Port Out, Starboard Home), ist schön, aber falsch.

3. Was ist der Unterschied zwischen "... " und "... "?

Es gibt viele englische Wörter, die ähnlich aussehen, aber unterschiedliche Bedeutungen haben und daher (auch von Muttersprachlern) oft durcheinander gebracht werden. Wir geben hier nur eine kurze Auswahl. (Siehe auch "A List of Common Confusibles" in Fundgrube 1, ab Seite 145.)

abuse – misuse

Beide können als Substantive und als Verben verwendet werden mit der Bedeutung von "Mißbrauch, mißbrauchen", aber "abuse" ist viel stärker als "misuse". Vergleiche:

The sexual abuse of children is despicable.

The misuse of public money is reprehensible.

You're abusing your privileges!

This is an expensive tool. Don't misuse it.

assume – presume

Beide Verben bedeuten "annehmen", aber "presume" wird nur verwendet wenn man ziemlich sicher ist, z. B. durch einen Beweis oder Hinweis. Man nimmt etwas als erwiesen an, z. B.: *His car is outside the building, so I presume he's still in his office.* Oder der berühmte Gruß von Stanley an Dr Livingstone, nachdem er monatelang dessen Spuren durch Afrika verfolgt hatte: *Dr Livingstone, I presume?*

"Assume" wird benutzt, wenn man etwas ohne Beweis annimmt:

I assume you want more money?

Let's assume that she was telling the truth.

discreet – discrete

Diese beiden Wörter werden oft wegen des Gleichklangs verwechselt, obwohl sie völlig unterschiedliche Bedeutungen haben:

Discrete payments were made into his bank account. (Einzelne Überweisungen wurden auf sein Bankkonto eingezahlt.)

Discreet payments were made into his bank account. (Die Überweisungen, die auf sein Bankkonto eingezahlt wurden, wurden taktvoll verschwiegen.)

disinterested – uninterested

"Disinterested" bedeutet "unparteiisch, objektiv, uneigennützig":

I'm on nobody's side. I'm a disinterested observer.

Political journalists should be disinterested reporters.

"Uninterested" bedeutet "uninteressiert, gleichgültig":

I tried to amuse Jack with some tricks, but he remained uninterested.

inapt – inept

"Inapt" bedeutet "unpassend, ungeeignet":

You made a good speech at the wedding party, but your mother-in-law jokes were inapt.

"Inept" kann auch "ungeeignet" bedeuten, aber mit der zusätzlichen Bedeutung von "unvernünftig, albern, ungeschickt":

His attempt to tell a funny story was inept.

He stood on my toes three times – he's an inept dancer.

inquiry – enquiry

In BE wird zwischen den beiden Substantiven differenziert, "inquiry" für eine formale, oft offizielle, Untersuchung und "enquiry" bei mehr alltäglichen Nachfragen:

Such banking practices are now the subject of a government inquiry.

They made an enquiry about the firm's new product.

Bei den Verben "inquire – enquire" ist es ebenso:

The police inquired into his background.

I enquired about his health.

Im AE wird "inquire/inquiry" in allen Fällen verwendet.

orient – orientate

Beide Verben haben die gleiche Bedeutung (sich orientieren):

The pyramids of Giza are oriented on a north-south axis.

"Orientate" ist eine alternative Schreibweise, die nur im BE vorkommt.

past – passed

"Past" kann als Substantiv (Vergangenheit) und als Präposition (vorbei) verwendet werden:

Forget what they did – the past is past.

She walked past me very slowly.

"Passed" ist die Vergangenheitsform des Verbs "pass", das mehrere Bedeutungen hat, z. B. "vorbeigehen, vorbeifahren":

Turn back. We've just passed a filling station.

Als "reichen, etwas an jemanden abgeben":

He passed me the salt.

I passed the ball to Harry.

Als "bestehen":

Jane passed the exam.

Als "durchgehen lassen, etwas für gut befinden":

This film has been passed as suitable for children under 14 years of age.

Aber Vorsicht, "pass" kann auch im Sinne von "ausscheiden" benutzt werden, was zu Doppeldeutigkeiten führen kann:

This water has been passed by the town council.

Did you hear about the cannibal who passed his mother-in-law in the street?

unsatisfied – dissatisfied

Man ist "unsatisfied" (unbefriedigt), wenn man nicht genug von etwas hat, das man glaubt haben zu müssen:

His hunger for adventure was unsatisfied.

Man ist "dissatisfied" (unzufrieden), wenn man etwas hat, was man nicht haben will:

She's dissatisfied with her life.

4. Was ist das politisch korrekte Wort in Englisch für "..."?

Schwarze/Farbige

"Blacks" wird von den Schwarzen selber als allgemeiner Begriff bevorzugt, auch von Schwarzen in den USA, obwohl "black Americans" akzeptiert wird. Viele Schwarze empfinden den Begriff "Afro-American" als etwas übertrieben. "Coloured" (AE: colored) wird manchmal benutzt, um alle Personen zu beschreiben, die nicht weiß sind. Dieses Wort sollte man aber vermeiden, da sehr viele "Nicht-Weiße" es nicht schätzen. Wir empfehlen ein neutrales Wort wie "nonwhite" (auch "non-white" buchstabiert). Die Wörter "negro" und "negress" sollten auch vermieden werden, da viele Schwarze, besonders in den USA, diese Wörter als Beleidigung betrachten – fast so schlimm wie "nigger".

Die Wörter "black" und "white" sollten, auch wenn sie Personen beschreiben, nicht großgeschrieben werden: *a black teacher, young blacks, the white majority, blacks and whites must live together* usw.

Briten

Die Einwohner des Vereinigten Königreichs (United Kingdom) sind alle "British". Sie sind nur "English", wenn sie tatsächlich aus England kommen, sonst sind sie "Scottish", "Irish" oder „Welsh". Die Bezeichnung "Briton" ist unbeliebt und soll vermieden werden, außer, man bezieht sich auf die Ureinwohner der Insel, die "Ancient Britons". "Britisher", oft zu "Brit" gekürzt, ist eine amerikanische Erfindung und wird von vielen Briten als beleidigend empfunden.

Ledige Frauen

Benutze auf keinen Fall "spinster" (alte Jungfer), auch wenn Sie meinen, dies sei treffend. Der Begriff "bachelor girl" war in den 60er Jahren "in", klingt jetzt aber etwas verstaubt. "Unmarried woman" oder noch schlimmer "unmarried mother" sollte man vermeiden. Am neutralsten ist "single girl/woman/mother".

Mit Bezeichnungen soll man auch vorsichtig sein. Wenn Sie unsicher sind, ob eine Frau verheiratet ist oder nicht, benutzt man am besten "Mrs" – viele ledige Frauen bezeichnen sich auch so. Von "Ms" für alle Frauen, ob ledig oder verheiratet, raten wir ab. Wegen seines feministischen Ursprungs wird "Ms" von vielen Frauen abgelehnt, von vielen Zeitungen ebenso: *The Times* in Großbritannien und *The New York Times* in den USA verbieten ihren Mitarbeitern das Wort zu gebrauchen. Man benutzt "Miss" nur, wenn die Frau es Ihnen erlaubt. Die Pluralform ist "Misses": Jane Green und ihre Schwester Ann Green sind "the Misses Green", man kann aber auch "the Miss Greens" sagen.

Geliebte(r)

"Lover" (für beide Geschlechter) klingt romantisch, aber altmodisch. "Mistress" (Mätresse) ist altmodisch und beleidigend. "Boyfriend/Girlfriend" ist neutral, aber mehr für junge Leute und sagt nichts über die Enge der Beziehung. Eine eheähnliche Gemeinschaft wird am besten durch "partner" vermittelt. "Live-in lover/friend" stellt den Partner auf die gleiche Ebene wie einen Bediensteten, der im gleichen Haus wohnt.

Es gibt auch Bezeichnungen, die nicht ernst gemeint sind, z. B.: "POSSLQ" (person of opposite sex sharing living quarters) oder "Ummah" (This is my ... umm ... ah ...).

5. Was ist der Unterschied zwischen einem "pub" und einem "inn"?

Heutzutage gibt es keinen Unterschied mehr. In früheren Zeiten benutzte man "inn" für eine Gastwirtschaft, wo man außer trinken auch essen und übernachten konnte, in einem "pub" (public house) konnte man nur trinken. Lokale können sich jetzt beliebig benennen. Man kann in vielen "pubs" essen und übernachten, und es gibt "inns", wo man nur trinken kann.

6. Was ist richtig: "a hotel" oder "an hotel"?

Das Wort stammt aus dem Französischen und es gibt immer noch Leute, die meinen, "hotel" muß ohne "h" ausgesprochen werden und mit "an" geschrieben, z. B. wie bei "an heir" und "an honour". Es ist aber falsch, "hotel" wird mit "h" ausgesprochen und es ist daher "a hotel".

7. Was ist richtig: "I lay ..." oder "I laid ..."?

"Lay" ist problematisch, weil es zwei Wörter gibt, die so geschrieben sind: das Verb "lay" (legen) hat die simple past-Form "laid", aber "lay" ist auch die simple-past-Form von "lie" (liegen). Man kann die Unterschiede am besten durch folgende Merksätze erkennen:

You can lay a towel on the beach and then lie on it.

She laid a towel on the beach and then lay on it.

She has already laid a towel on the beach and lain on it.

8. Was ist richtig: "my friend and I" oder "my friend and me"?

Es hängt vom Kontext ab. Es ist oft hilfreich, sich den Satz ohne den Freund oder eine andere Person vorzustellen:

(My friend and) I went swimming.

My parents took (Jack and) me to the cinema.

The song was a favourite of (my friend's and) mine.

(She and) I took a taxi back to the hotel; it was too far for (her and) me to walk.

The Browns sent a card to (my husband and) me.

I (and my sister) went to a concert in Bremen.

Bei Vergleichen mit "than" kann man, besonders bei gesprochener Sprache, "me" verwenden, obwohl "I" formal richtig ist:

My son is bigger than I (am).

“Me” wird oft statt “I” zur Betonung benutzt:

Who is it? – It's me.

“It is I” wird allgemein als übertrieben formal betrachtet, sozusagen “überkorrekt”.

9. Darf man in Englisch noch geschlechtsspezifische Berufsbezeichnungen verwenden?

Ja, wo traditionell beide Geschlechter den Beruf ausgeübt haben, z. B. *actor/actress*, author/authoress*, headmaster/headmistress, manager/manageress*, steward/stewardess, waiter/waitress* oder bei Berufen, die traditionell nur von Frauen ausgeübt wurden, z. B.: *housewife, midwife, nurse*.

Aber heutzutage arbeiten Männer und Frauen in Berufen, die in der Vergangenheit hauptsächlich von einem Geschlecht ausgeübt wurden. Männer, die in ehemaligen “Frauen“-Berufen tätig sind, möchten oft ihre Männlichkeit sprachlich betonen, z. B.: *houseman, male nurse, male secretary, male typist* usw.

Andersherum geht der Trend in Richtung geschlechtsneutraler Bezeichnungen: “police officer” statt “policeman/woman”, “chairperson” statt “chairman/woman”, “head teacher” statt “headmaster/mistress”.

* Aber immer mehr Frauen in diesen Berufen bevorzugen “actor”, “author” und “manager”.

10. Wie kann man die geschlechtsspezifischen Personalpronomen vermeiden?

Es gibt in Englisch kein Pronomen im Singular, das geschlechtsneutral ist. In Fällen, in denen das Geschlecht einer Person unbekannt war, benutzte man früher “he/his”: *If a player answers incorrectly, he misses his turn.*

Aber heutzutage will sich keiner dem Vorwurf des Sexismus aussetzen, und diese traditionelle Lösung wirkt unzufriedenstellend. Man kann das Problem durch folgende Strategien umgehen:

- Pluralformen statt Singularformen benutzen. “They” und “their” sind geschlechtsneutral: *If players answer incorrectly, they miss their turn.*
- Eine Konstruktion wählen, die keine Personalpronomen enthält: *A player answering incorrectly misses a turn.*

- "He or she" bzw. "his or her" benutzen:

If a player answers incorrectly, he or she misses his or her turn.

Man kann auch die Formen "he/she" und "his/her" verwenden. Der Nachteil ist, daß sie bei mehreren Beispielen schnell tolpatschig wirken.

- Nach Wörtern unbestimmten Geschlechts (anyone, everyone, somebody, anybody, nobody) kann man "they" bzw. "their" benutzen:

If anyone answers incorrectly, they miss their turn.

Sämtliche Grammatiken der englischen Sprache (z. B. Lamprecht, Quirk und Greenbaum) lassen dies mindestens für die gesprochene Sprache zu. Unter den Autoritäten herrscht aber Uneinigkeit, inwieweit diese Konstruktion schriftlich zulässig ist. Manche lehnen sie bei formelleren Texten ab, andere lassen sie zu und weisen auf unterschiedliche Verwendung hin, z. B.:

Shakespeare in *Lucrece*: "Every one to rest themselves betake." und W. Thackeray in *Vanity Fair*: "A person can't help their birth."

Die Frage ist also offen. Wenn Sie meinen, Grammatik müsse immer logisch sein, dann sollten Sie diese Konstruktion lieber vermeiden. Wenn Sie meinen, Grammatik soll eine Sprache beschreiben, aber nicht beherrschen, dürfen Sie diese Konstruktion auch schriftlich verwenden.

11. Was ist besser: "bike" oder "bicycle"?

Es kommt auf den Kontext an. Wörter wie "bike" nennt man "clipped words", d. h., sie sind Kurzformen von längeren Wörtern oder Wendungen. Sie werden im gesprochenen Englisch gegenüber den längeren Formen bevorzugt und werden schriftlich auch in informelleren Texten benutzt. Wenn Sie jedoch einen formelleren Stil anstreben, sollten Sie die Langformen wählen, z. B.:

ad/advert (advertisement), *demo* (demonstration), *exam* (examination), *flu* (influenza), *fridge* (refrigerator), *lab* (laboratory), *maths* (mathematics), *mike* (microphone), *phone* (telephone), *photo* (photograph), *pro* (professional). Ebenso Akronyme wie *CD* (compact disc) und *TV* (television).

Es gibt aber Kurzformen, die so etabliert sind, daß sie auch in formellen Texten verwendet werden können. Die längere Ur-Form des Wortes ist oft vergessen worden bzw. wird als veraltet betrachtet:

Aids (acquired immune deficiency syndrome), *budgie* (budgerigar), *bus* (omnibus), *hippo* (hippopotamus), *laser* (light amplification by stimulated emission of radiation), *mob* (mobile vulgus), *motel* (motor hotel), *plane* (BE: aeroplane, AE: airplane), *radar* (radio detection and ranging), *rhino* (rhinoceros), *smog* (smoke and fog), *taxi* (taximeter cab), *zoo* (zoological gardens).

7. Weitere Übungsbausteine für die Sekundarstufe I

Dieses Kapitel soll dem Lehrer praktische Hilfe bei der Erstellung von Klassenarbeiten und Übungsmaterialien leisten. Es ist hier nicht unser Ziel, fertige "Übungsblätter" zum sofortigen Einsatz anzubieten. Wegen der Vielfalt der Zielgruppen ist es kaum realistisch, Übungsblätter zu entwerfen, die unverändert übernommen werden können. Statt dessen haben wir versucht, "Bausteine" zur Verfügung zu stellen, die von dem Lehrer in einer für seine Zwecke und Lerngruppe geeigneten Kombination zusammengestellt werden können.

Alle Bausteine sind *ready for use*. Abgesehen von der Erstellung einer Fotokopiervorlage benötigen sie also keine weitere Bearbeitung durch den Lehrer. Die Übungen sind den Anforderungen der Richtlinien, den Themenbereichen und dem Wortschatz der gängigen Kursbücher sowie dem Wissensstand der entsprechenden Lerngruppe angepaßt. Da die Bausteine zur Verwendung im schriftlichen Bereich gedacht sind, spielen situativ-kommunikative Übungen im mündlichen Bereich eine untergeordnete Rolle. Wir haben meist Schreibblöcke und -zeilen vorgegeben, die eher für Klassenarbeiten gedacht sind. Im Unterricht ist es wegen der Kosten von Fotokopien vielleicht sinnvoller, die Schüler die Lösungen in ihr Heft, also nicht in die Lücken, schreiben zu lassen und die Fotokopien weitere Male zu verwenden.

Die Übungen sind nach Lernjahren – also Lernjahr 1/2, Lernjahr 3/4 und Lernjahr 5/6 geordnet. Die Übungen innerhalb eines Lernjahres sind wiederum in drei Kategorien unterteilt, nämlich Grammatik, Wortschatz und Textaufgaben. Alle Übungen sind mit Aufgabenstellung und mit Lösungen versehen.

Lernjahr 1/2: Grammatik

1. Pronouns

Use the correct pronouns in the sentences. Write in your exercise-book.

Examples:

Personal pronoun: I have a problem.

Possessive pronoun: My name is Sally.

Direct object pronoun: Can you help me?

1. Mr and Mrs Benson:

Ralph is ... (a) son and ... (b) is eleven. Ralph is big for ... (c) age. ... (d) have a daughter, too. ... (e) name is Sharon. ... (f) is older than ... (g) brother, but ... (h) still plays with ... (i). ... (j) house is old and small, but we like ... (k).

2. Ralph:

... (a) have a goldfish. ... (b) parents gave ... (c) to ... (d). ... (e) name is Burp and in the summer ... (f) lives in the pond in ... (g) garden. ... (h) feed Burp every day.

3. Sharon:

... (a) have two young cats. ... (b) names are Bernard and Bianca. Can you see ... (c), Ralph? ... (d) are somewhere in the garden. Look, Bernard is behind the tree. Can ... (e) see ... (f)? But where is Bianca? ... (g) can't see ... (h). Oh, ... (i) is in the pond! Where is ... (j) goldfish, Ralph?

Lösung: 1a. our; 1b. he; 1c. his; 1d. We; 1e. Her; 1f. She; 1g. her; 1h. she; 1i. him; 1j. Our; 1k. it; 2a. I; 2b. My; 2c. it; 2d. me; 2e. Its; 2f. it; 2g. our; 2h. I; 3a. I; 3b. Their; 3c. them; 3d. They; 3e. you; 3f. him; 3g. I; 3h. her; 3i. she; 3j. your.

2. Present progressive

Write the verbs in brackets in the present progressive tense.

Example:

... (you/use) a colour film? = Are you using a colour film?

1. Who ... (talk) to Tom?
2. ... (you/go) to Jane's party on Saturday?
3. Peter and Mary ... (swim) in the river.
4. My parents ... (not take) me to the cinema this week.

5. What ... (you/do) at the weekend?
6. ... (your father/make) a cake for your birthday?
7. It's 10.30 and you ... (still/watch) TV!
8. I ... (not write) to him again!
9. My brother ... (not run) in the 300 metre race this year.
10. ... (your sister still/work) at the car factory?
11. Where ... (your brother/live) now?
12. Why ... (you/lie)?
13. ... (I/tell) this story or are you?

Lösung: 1. Who is talking to Tom? 2. Are you going to Jane's party on Saturday? 3. Peter and Mary are swimming in the river. 4. My parents aren't taking me to the cinema this week. 5. What are you doing at the weekend? 6. Is your father making a cake for your birthday? 7. It's 10.30 and you're still watching TV! 8. I'm not writing to him again! 9. My brother isn't running in the 300 metre race this year. 10. Is your sister still working at the car factory? 11. Where is your brother living now? 12. Why are you lying? 13. Am I telling this story or are you?

3. Simple present

a) Write out the words in the right order to form correct sentences. Write the verbs in the simple present tense. The first one is done for you.

1. own/Mr and Mrs Gibson/ a newspaper shop
Mr and Mrs Gibson own a newspaper shop.
2. the shop/Mr Gibson/open/at 6.30 every morning

3. a newspaper/buy/lots of people/on their way to work

4. sell/Mr Gibson/too/sweets and cigarettes

5. her husband/Mrs Gibson/in the shop/help

6. at 12.30/she/start/and bring/for her husband/some sandwiches

7. Mr Gibson/go to/sometimes/in the afternoon/the bank and the post office

8. until 7 o'clock/stay open/their shop/in the evening

9. when the Gibsons/make a meal and/they/get home/watch TV

10. go/they/to bed/usually/around 10.30

b) Look at the answers and write the questions. The first one is done for you.

1. What do Mr and Mrs Gibson own? – A newspaper shop.

2. _____

Mr Gibson.

3. _____

A newspaper.

4. _____

Yes, he does.

5. _____

Yes, she does.

6. _____

At 12.30.

7. _____

To the bank and the post office.

8. _____

Yes, it does.

9. _____

They make a meal and watch TV.

10. _____

Around 10.30.

Lösung a: 2. Mr Gibson opens the shop at 6.30 every morning. 3. Lots of people buy a newspaper on their way to work. 4. Mr Gibson sells sweets and cigarettes, too. 5. Mrs Gibson helps her husband in the shop. 6. She starts at 12.30 and brings some sandwiches for her husband. 7. Mr Gibson sometimes goes to the bank and the post office in the afternoon. 8. Their shop stays open until 7 o'clock in the evening. 9. When the Gibsons get home they make a meal and watch TV. 10. They usually go to bed around 10.30.

Lösung b: 2. Who opens the shop every morning? 3. What do lots of people buy on their way to work? 4. Does Mr Gibson sell sweets and cigarettes? 5. Does Mrs Gibson help her husband in the shop? 6. When does she/Mrs

Gibson start (work)? 7. Where does Mr Gibson sometimes go in the afternoon? 8. Does the shop stay open until 7 o'clock (in the evening)? 9. What do the Gibsons do when they get home? 10. When do they usually go to bed?

4. A trip to York

a) Use a verb from the list to complete the sentences. Use the simple past tense. Write the text in an exercise-book.

arrive, be (x 3), not be (x 2), buy, carry, go, help, look at, say, talk, use, walk, want

Roy and his sister Pamela ... (1) to stay with an aunt and uncle in York. The bus station in Edinburgh ... (2) far from their house, so they ... (3) there. Roy ... (4) their two suitcases, but Pamela sometimes ... (5) him with them.

They ... (6) at the bus station at 8.30 a. m. and Pamela ... (7) the timetable for the buses to York. The next bus ... (8) in an hour. They ... (9) early. "Better too early than too late", Pamela ... (10).

It ... (11) a cold morning, so they ... (12) into a café near the bus station. They ... (13) hungry, so they only ... (14) two cups of tea. Pamela ... (15) the phone in the café and ... (16) to her Aunt Cathy in York.

b) Aunt Cathy and Pamela: What questions did Aunt Cathy ask?

1. (letter – arrive)? _____
Two days ago.
2. (get – money)? _____
Yes, we did. Thank you.
3. (be – enough)? _____
Oh, yes. It was more than enough.
4. (take a taxi – bus station)? _____
No, we walked there.
5. (carry – suitcases)? _____
Roy carried them, but I sometimes helped him.
6. (arrive – bus station)? _____
At 8.30.
7. (buy – tickets)? _____
We bought them yesterday.
8. (be – expensive)? _____
No, they were only £11.50 because we're both under 16.

Lösung a: 1. wanted; 2. wasn't; 3. walked; 4. carried; 5. helped; 6. arrived; 7. looked at; 8. was; 9. were; 10. said; 11. was; 12. went; 13. weren't; 14. bought; 15. used; 16. talked

Lösung b: 1. When did our letter arrive? 2. Did you get the money? 3. Was it enough? 4. Did you take a taxi to the bus station? 5. Who carried the/your suitcases? 6. When did you arrive at the bus station? 7. When did you buy the/your tickets? 8. Were they expensive?

5. The present perfect

Make sentences. Use the present perfect tense with 'just'. The first one is done for you.

1. Margaret/be/Berlin
Margaret has just been to Berlin.

2. Peter/see/exciting film
-

3. Kate/write/penfriend/the USA
-

4. Mr and Mrs Brooks/buy/Italian car
-

5. Tom/phone/girlfriend/Glasgow
-

6. The Watsons/eat/Indian meal
-

7. Tiffany/take/photo/London Bridge
-

8. My father/find/£50/old jacket
-

9. I/see/car accident/Victoria Street
-

10. Brian/drink/four cups of coffee
-

11. Mr Appleyard/drive/new car/tree
-

12. I/sell/old computer game
-

13. Our football team/win/fourth game this month

14. the police/catch/Uncle Bill

15. Mary/speak/me

16. you/tell/that joke

17. I/take/the dog/for a walk

18. My grandmother/die

19. I/draw/picture of my cat

20. Sally/read/exciting book

Lösung: 2. Peter has just seen an exciting film. 3. Kate has just written to her penfriend in the USA. 4. Mr and Mrs Brooks have just bought an Italian car. 5. Tom has just phoned his girlfriend in Glasgow. 6. The Watsons have just eaten an Indian meal. 7. Tiffany has just taken a photo of London Bridge. 8. My father has just found £50 in an old jacket. 9. I've just seen a car accident in Victoria Street. 10. Brian has just drunk four cups of coffee. 11. Mr Appleyard has just driven his new car into a tree. 12. I have just sold my/an old computer 60 % game. 13. Our football team has just won the/their fourth game this month. 14. The police have just caught Uncle Bill. 15. Mary has just spoken to me. 16. You have just told that joke. 17. I have just taken the dog for a walk. 18. My grandmother has just died. 19. I have just drawn a picture of my cat. 20. Sally has just read an exciting book.

6. Adjective – adverb

Write these adjectives in an exercise-book. What are the adverbs? The first one is done for you.

- | |
|---|
| 1. angry, 2. awful, 3. funny, 4. hungry, 5. nice, 6. fantastic, 7. local, 8. polite, 9. pretty, 10. clever, 11. good, 12. useful, 13. beautiful, 14. easy, 15. expensive, 16. comfortable, 17. heavy, 18. normal, 19. sad, 20. unhappy, 21. unpleasant, 22. serious, 23. terrible, 24. safe |
|---|

1. angry – angrily

Lösung: 2. awfully; 3. funnily; 4. hungrily; 5. nicely; 6. fantastically; 7. locally; 8. politely; 9. prettily; 10. cleverly; 11. well; 12. usefully; 13. beautifully; 14. easily; 15. expensively; 16. comfortably; 17. heavily; 18. normally; 19. sadly; 20. unhappily; 21. unpleasantly; 22. seriously; 23. terribly; 24. safely

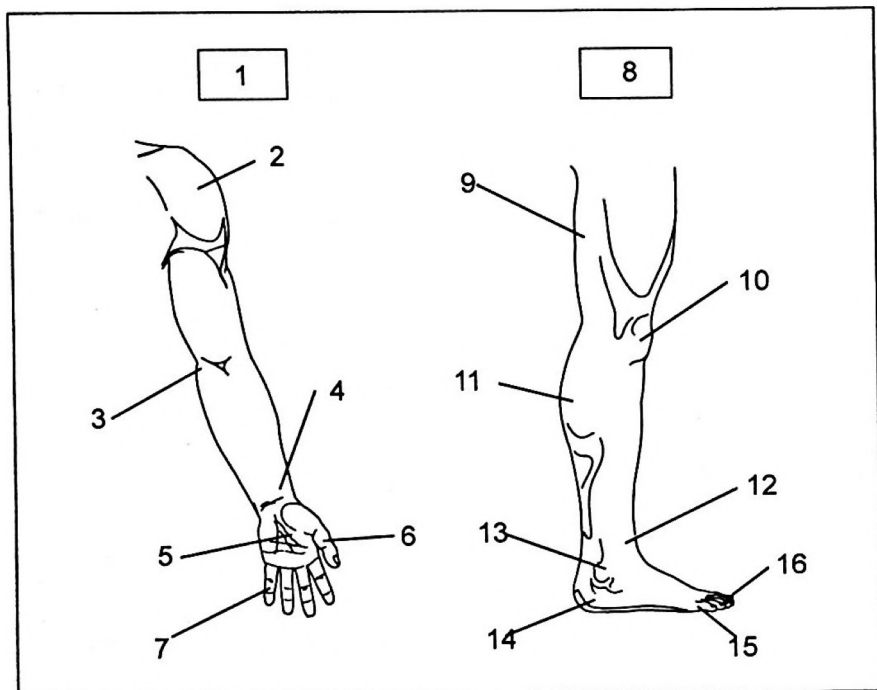
Lernjahr 1/2: Wortschatz

1. Parts of the body

Look at this list of words and the two drawings. Where do the words go? The first one is done for you. Use an exercise-book.

ankle, arm, big toe, calf, elbow, finger, foot, hand, heel, knee, leg, shoulder, thigh, thumb, toe, wrist

1. arm



Lösung: 2. shoulder; 3. elbow; 4. wrist; 5. hand; 6. thumb; 7. finger; 8. leg; 9. thigh; 10. knee; 11. calf; 12. foot; 13. ankle; 14. heel; 15. toe; 16. big toe

2. Word fields

There are 36 words in this list. Put 12 words into each of these groups: AIR, LAND, WATER. Use an exercise-book.

airline, airport, BMX, boat, bus, car, cloud, coach, ferry, flight, fly, forest, handbrake, handlebars, harbour, helicopter, heliport, jet, lake, lorry, mountain, pilot, plane, pony, port, reef, river, sailor, seasick, ship, sky, station, tide, unsinkable, walking, wind

Lösung AIR: airline, airport, cloud, flight, fly, helicopter, heliport, jet, pilot, plane, sky, wind; LAND: BMX, bus, car, coach, forest, handbrake, handlebars, lorry, mountain, pony, station, walking; WATER: boat, ferry, harbour, lake, port, reef, river, sailor, seasick, ship, tide, unsinkable

3. Compound nouns

What are these words in English? Choose a word from list A and a word from list B. The first one is done for you. Use an exercise-book.

1. Briefkasten = letter box; 2. Brotmesser; 3. Dosenöffner; 4. Eierbecher; 5. Kaffeekanne; 6. Kochbuch; 7. Mikrowellenherd; 8. Küchenschrank; 9. Seifenschale; 10. Tiefkühltruhe; 11. Computerprogramm; 12. Fernsehprogramm; 13. Bushaltestelle; 14. Geburtstagskarte; 15. Farbfilm; 16. Hintertür; 17. Lastwagenfahrer; 18. Notausgang; 19. Abendkleid; 20. Hundefutter

List A: back, birthday, bread, bus, coffee, colour, cookery, computer, deep, dog, egg, emergency, evening, kitchen, letter, lorry, microwave, soap, tin, TV

List B: book, box, card, cup, cupboard, dish, door, dress, driver, exit, film, food, freeze, knife, opener, oven, pot, program, programme, stop

Lösung: 2. bread knife; 3. tin opener; 4. egg cup; 5. coffee pot; 6. cookery book; 7. microwave oven; 8. kitchen cupboard; 9. soap dish; 10. deep freeze; 11. computer program; 12. TV programme; 13. bus stop; 14. birthday card; 15. colour film; 16. back door; 17. lorry driver; 18. emergency exit; 19. evening dress; 20. dog food

4. A trip to Aberdeen

Complete the sentences with the words from the list. Use an exercise-book.

at, for, in, in, in front of, into, near, next to, of, of, to, to, to, on, under

Dave wanted ... (1) visit his old friend Alistair ... (2) Aberdeen. Alistair lived ... (3) a farm ... (4) Aberdeen. It was a nice day, so Dave walked ... (5) the station. He didn't have a ticket, so he looked ... (6) the ticket office. It was ... (7) a newspaper shop. Before he bought his ticket he looked ... (8) the timetable. The next train ... (9) Aberdeen was half an hour later, so he had lots ... (10) time. He went ... (11) the ticket office. There were only three people ... (12) him. When his train arrived ... (13) Aberdeen it was ten minutes late. The station was also full ... (14) football fans and Dave couldn't see his friend Alistair anywhere. But everything was OK. He found their meeting-place – a big clock – and Alistair was standing ... (15) it.

Lösung: 1. to; 2. in; 3. on; 4. near; 5. to; 6. for; 7. next to; 8. at; 9. to; 10. of; 11. into; 12. in front of; 13. in; 14. of; 15. under

5. Anybody and nobody

Complete these sentences with a word from the list. Use an exercise-book.

anybody, anything, anywhere, nobody, nothing, somebody, something, somewhere

1. I don't know who it was, but I heard ... talking.
2. I knocked on the door, but ... answered.
3. I'd like to help, but there's ... I can do.
4. I don't know where we are. We could be ...
5. Ellen saw him put ... into his bag.
6. His house is ... near the station.
7. Did ... see Mr Thomas yesterday morning?
8. I'm sorry, but I don't know ... about last night.

Lösung: 1. somebody; 2. nobody; 3. nothing; 4. anywhere; 5. something; 6. somewhere; 7. anybody; 8. anything

6. A letter puzzle

Which letters are missing from these words? Make four new words by putting the missing letters together like this: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15! Use an exercise-book.

1. usuall ...; 2. wind ... w; 3. ...niform; 4. w ... tch; 5. Satu ... day; 6. s ... ll; 7. sala ...; 8. sn ... w; 9. to ... let; 10. sun ... y; 11. sin ...; 12. ...oman; 13. rubb ... r; 14. ru ... er; 15. penci ...

Lösung: You are doing well!

Lernjahr 1/2: Textaufgaben

1. Two letters

There are two letters here, but they are mixed up. Put them back together in the correct order. Use an exercise-book.

Kevin's letter: 1, ...

Alice's letter: ...

1. Dear Alice,
Things aren't good at home at the moment.
2. Dear Kevin,
I'm sorry to hear about your mother.
3. The bike factory closed last week. So my father hasn't got a job now.
4. I don't know your older brother very well. Is he in serious trouble with the police?
5. I hope we don't have any more bad luck.
Love, Kevin
6. I hope she gets better soon. Which hospital is she in?
7. My mother had a bad accident last Saturday.
8. I hope things get better for you soon.
Love, Alice
9. We've got other problems, too. My older brother is in trouble with the police.
10. Your father must be very worried. It isn't easy to find a job in your area now.
11. She fell off her bike on the way home from work. She broke her leg and she's still in hospital.

Lösung: Kevin's letter: 1, 7, 11, 9, 3, 5; Alice's letter: 2, 6, 4, 10, 8

2. A new flat

Copy the plan of the room into your exercise-book. Read the dialogue and then draw the pieces of furniture in the right places in the room. (If you aren't good at drawing, you can just write in the numbers from the list below.)

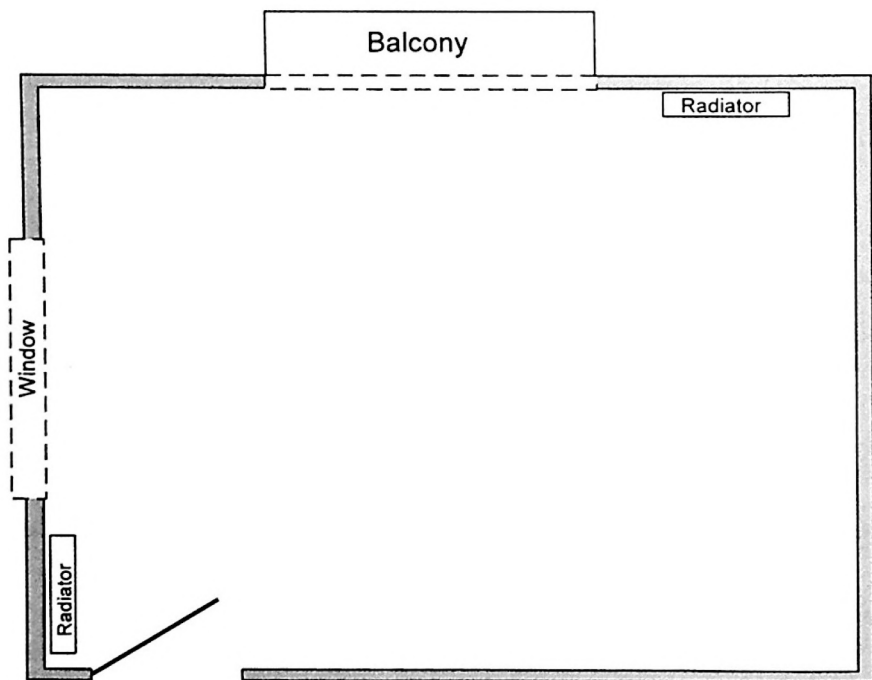
a TV (1), a video recorder (2), a sofa (3), two armchairs (4), a coffee table (5), a big cupboard (6), a small cupboard (7), a small bookcase (8), a big bookcase (9), a dining table and chairs (10), two lamps (11), a plant (12)

ALAN: What a wonderful room!

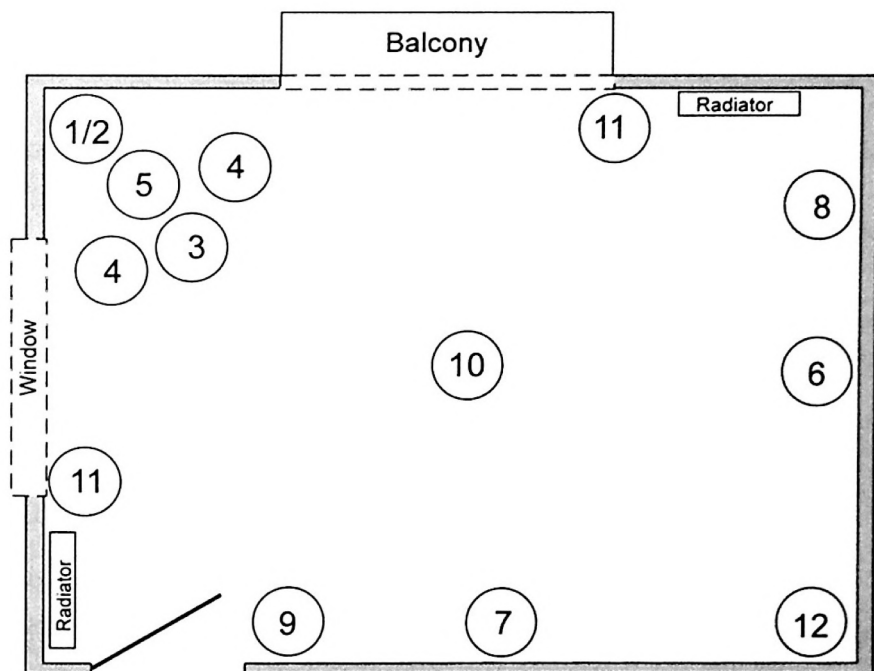
BETTY: Let's put our big cupboard against the wall opposite the window.

ALAN: Good idea. If we put it in the middle of the wall, we can put the small bookcase on the left and the plant in the corner on the right.

BETTY: Where can we put the TV? The corner between the window and the balcony is best, I think.



- ALAN: OK. And the video recorder goes under the TV.
- BETTY: We can put one armchair in front of the window and the other one in front of the balcony doors.
- ALAN: And the sofa between the two armchairs?
- BETTY: Yes, great. But we must leave enough room between the sofa and the TV for the coffee table.
- ALAN: We can put the big bookcase next to the door.
- BETTY: Yes, fine. And there's just enough room next to the bookcase for the small cupboard.
- ALAN: Let's put the dining table and chairs in the middle of the room. Where do we put the two lamps?
- BETTY: Put one between the balcony door and the radiator. The second lamp can go between the other radiator and the window.
- ALAN: Well, that was easy!
- BETTY: Yes, dear. Now go down and bring up the furniture.

Lösung:

Lernjahr 3/4: Grammatik

1. Mixed tenses

Put the verbs in the right tense and fill in any missing words.

1. Colin/have to/answer/a lot of questions/test/yesterday.
2. Mary/can/swim/since/be/four years old.
3. When/I/be/young/I/can/roller-skate.
4. Tom/must/go/doctor/last week.
5. If/you/want/buy/that new bike/you/have to/save/enough money.
6. – you/be allowed to/play/your dad's computer?
– I/be allowed/yesterday.
7. Ann/be/not sure/if/she/be able/come/party/Saturday.
8. John/can not/help/mother/in garden/yesterday/because/he/have to/
do/homework.
9. If/you/want to/see/Criss Cross/in concert/you/have to/go/to/Ham-
burg/next week. Perhaps/you/be able to/get/concert tickets.
10. Linda/have to/stay/at home/last week/because/she/can not/walk.
Her/leg/be/broken. Perhaps/she/be able/come/to school/next week.

Lösung:

1. Colin had to answer a lot of questions in the test yesterday.
2. Mary has been able to swim since she was four years old.
3. When I was young I could roller-skate.
4. Tom had to go to the doctor last week.
5. If you want to buy that new bike you will have to save enough money.
6. – Are you allowed to play with your dad's computer?
– I was allowed yesterday.
7. Ann is not sure if she will be able to come to the party on Saturday.
8. John could not help his mother in the garden yesterday because he had
to do his homework.
9. If you want to see Criss Cross in concert you will have to go to Hamburg
next week. Perhaps you will be able to get concert tickets.
10. Linda had to stay at home last week because she could not walk. Her
leg was broken. Perhaps she will be able to come to school next week.

2. That's not your English book. It's mine.

Fill in the possessive pronouns: mine, yours, his, hers, ours, theirs

1. I don't think this is Henry's book. ... is newer. I think it is Helen's. ... has a red cover and this book has a red cover.
2. Is this your test?
No, it's not I wrote ... on a piece of lined paper. Is it Jane's?
No, Jane has
3. – Hello, Mr and Mrs Jones. That's a nice car you've got.
– Oh, it's not It's a rental car. ... is in the garage. But where is ...?
– Oh, I sold ... yesterday. It was too old and expensive to run.
4. – Oh, look, an accident! Isn't that the Greens' car – the blue one?
– No, ... is newer. That is the Smiths' car.
– No, it isn't. ... isn't blue, it's red.
– Oh, yes, you're right.
5. – Where is Peter, Miss Brown?
– He went home. He's not feeling well. Now who can take his things home for him?
– I can, Miss Brown. Is this his school bag?
– No, that's ...! ... is over there beside his desk.
– I thought that was Betty's.
– No, ... is red and black. Peter's bag is black and yellow.
6. – So, Johnny, is this your classroom?
– No, this is 7b's classroom. – ... is room 35.
7. Whose walkman is this?
– It's ..., Miss.
– Tommy! It isn't You don't have two walkmen. I can see ... in your bag.
– Oh, sorry. No, it isn't
8. – Paul, can you help me? I'm new here.
– Sure, Betty, what's your problem?
– I want to go to the toilet. Is that the girls' toilet over there?
– No, that is is over there beside the stairs.

Lösung: 1. his, hers; 2. mine, mine, hers; 3. ours, ours, yours, mine;
4. theirs, theirs; 5. mine, his, hers; 6. mine; 7. mine, yours, yours, mine;
8. ours, yours.

3. Relative pronouns

Make one sentence from the two. Only use a relative pronoun where necessary.

1. The boy answered the teacher's questions. He was very clever.
2. The test was very difficult. I wrote it yesterday.
3. What was the name of the boy? He sat beside me yesterday.
4. The books fell on the floor. They were mine.
5. The school was over 400 years old. My father went to it.
6. The class was very noisy. It was the worst class in the school.
7. London is the capital of England. It has a very old underground system.
8. Columbus discovered America. He was born in Italy in 1451.
9. My computer has got a sound card. I got my computer for my birthday last year.
10. My personal stereo is broken. It is called "walkman" in Germany.

Lösung:

1. The boy who answered the teacher's questions was very clever.
2. The test I wrote yesterday was very difficult.
3. What was the name of the boy who sat beside me yesterday?
4. The books which fell on the floor were mine.
5. The school my father went to was over 400 years old.
6. The class which was very noisy was the worst class in the school.
7. London, which is the capital of England, has a very old underground system.
8. Columbus, who discovered America, was born in Italy in 1451.
9. My computer which I got for my birthday last year has got a sound card.
10. My personal stereo which is called "walkman" in Germany is broken.

4. More relative pronouns

Put in "who", "which" or "that" only where necessary.

1. Mrs Peterson gives Sally, her daughter, everything ____ she asks for.
2. John is the only boy in our class ____ can understand maths.
3. Why do you always argue with everything ____ your mother says?

4. I didn't buy the pullover _____ I saw in the shop window because it was too expensive.
5. The pullover _____ I bought was a lot cheaper.
6. Who is the girl _____ is talking to Tom?
7. The pizza _____ we had for dinner yesterday was not very good.
8. The boy _____ sits next to Janet has red hair.
9. Have you found the library book _____ you lost?
10. The boys _____ go to our school are very loud.
11. I like the boy _____ I see every day in my bus.
12. If you tell me _____ ice-cream you would like then I can buy some for you.

Lösung: 1. -; 2. who; 3. -; 4. -; 5. -; 6. who 7. -; 8. who; 9. which; 10. who; 11. who; 12. which

5. Active to passive

Change these active sentences into passive sentences.

1. In Britain we celebrate Christmas on Christmas day.
2. We often decorate the tree at the beginning of December.
3. We use coloured lights.
4. We make paper-chains and hang them up over the room.
5. We sing carols in the streets.
6. We open our presents on Christmas Day.
7. We eat turkey on Christmas Day.
8. We pull Christmas crackers.
9. We wear the funny hats from the crackers.
10. We listen to the Queen's speech on TV.
11. On Boxing Day we visit relatives.
12. In Germany the people celebrate Christmas on Christmas Eve.

Lösung:

1. In Britain Christmas is celebrated on Christmas day.
2. The tree is often decorated at the beginning of December.
3. Coloured lights are used.
4. Paper-chains are made and hung up over the room.
5. Carols are sung in the streets.
6. Our presents are opened on Christmas Day.
7. Turkey is eaten on Christmas Day.

8. Christmas crackers are pulled.
9. The funny hats from the crackers are worn.
10. The Queen's speech is listened to on TV.
11. Relatives are visited on Boxing Day.
12. In Germany Christmas is celebrated on Christmas Eve.

6. More passive sentences

Complete these passive sentences by putting the verb in brackets in the correct tense.

1. Cornflakes (invent) in 1898 by William Kellog and today they (buy/eat) by millions of people.
2. Jeans (invent) in 1850 by Oscar Levi-Strauss and today they (buy/wear) by millions of people.
3. The coffee filter (invent) in 1908 by Melitta Benz and it (use) by millions of people.
4. Tomato ketchup (invent) in 1876 by Oscar Heinz and today it (eat) on chips all over the world.
5. Tonic water (invent) by Jakob Schweppes in 1840 and today it (drink) by millions.
6. The electric drill (invent) in 1917 by Duncan Black and Alonso Decker and today it (use) in millions of homes.
7. The rubber tyre (invent) in 1888 by John Dunlop and today they (put) on cars everywhere.
8. The safety razor (invent) in 1895 by King camp Gillette and today it (use) by men everywhere.
9. The ball-point pen (invent) in 1938 by Laszlo Biro and today they (use) in millions of schools.
10. The sewing machine (invent) in 1851 by Isaac Singer and today they (sell) in shops everywhere.

Lösung: 1. were invented, are bought, are eaten; 2. were invented, are bought, are worn; 3. was invented, is used; 4. was invented, is eaten; 5. was invented, is drunk; 6. was invented, is used; 7. was invented, are put; 8. was invented, is used; 9. was invented, are used; 10. was invented, are sold.

7. Questions, question tags and answers

Translate these German questions, statements and answers into English, please. Choose the correct translation from the material box.

1. Du fährst jedes Jahr in Urlaub, nicht wahr? – Ja.
2. Warst du schonmal in Schottland? – Nein.
3. Du warst aber in Österreich, oder? – Ja.
4. Hat es dir gefallen? – Ja.
5. Bist du immer geflogen? – Ja.
6. Aber du hast schonmal Urlaub in England gemacht, nicht wahr? – Ja.
7. Und damals bist du nicht geflogen, oder? – Richtig.
8. Fliegst du gern? – Nein.
9. Hast du Angst vor dem Fliegen? – Ja.
10. Aber du fliegst sehr oft, oder? – Ja.
11. Könntest du mit der Bahn fahren? – Nein.
12. Ah, ja. Du bist Stewardess, nicht wahr? – Ja.

Have you enjoyed it? You go on holiday every year, don't you? But you have made holiday in England, haven't you? Have you afraid of flying? Could you drive with the train? Have you ever been to Scotland? But you fly very often, aren't you? You have been to Austria, haven't you? Did you enjoy it? You are stewardess, do you? Did you like flying? Have you enjoyed it? Have you always flown? But you've spent a holiday in England, haven't you? You go on holiday every year, haven't you? And you didn't fly then, did you? Do you enjoy flying? Are you afraid of flying? Could you go by train? Ah, yes. You are a stewardess, aren't you? And then you haven't flown, have you? Did you always fly? You were in Scotland, weren't you? But you fly very often, don't you?

Lösung:

1. You go on holiday every year, don't you? 2. Have you ever been to Scotland? 3. You have been to Austria, haven't you? 4. Did you enjoy it? 5. Have you always flown? 6. But you've spent a holiday in England, haven't you? 7. And you didn't fly then, did you? 8. Do you enjoy flying? 9. Are you afraid of flying? 10. But you fly very often, don't you? 11. Could you go by train? 12. Ah, yes. You are a stewardess, aren't you?

8. Mixed tenses

Put the verb in brackets in the correct tense.

1. I only hope it (not rain) when we are on holiday.
2. Tom just (fly) to Spain for three weeks.
3. The man who controlled the passports (look) at mine for a very long time before he (give) it back to me.
4. While we (be) on holiday in Spain somebody (break) into our house and (steal) our TV.

5. We (come) to this place on holiday for the last twelve years.
6. Peter (buy) a new surf board but there (be) such a strong wind that he (not surf) once in the two weeks that he (spend) at the North Sea on holiday last year. And now he (try) to sell it.
7. The flight to Singapore (take) 17 hours and when we (arrive) last night we only (want) to go to bed and sleep.
8. – Hello, Peggy. What you (do)?
– Hello, Meg. I (pack) my suitcase. We (go) on holiday in the morning.
– Where you (go)?
– We (go) to my aunt. She (live) in Devon. We always (go) there for a week in the summer.
9. While dad (put) petrol in the car before the family (start) their holiday journey, mum (go) into the garage to buy some juice. John (go) with her. He (want) to buy a map because he (not know) where Perth (be).
10. Pat always (stay) in youth hostels because they (be) cheaper than hotels.
11. If I (have) lots of money I (go) on a world cruise. But as I (not have) a lot of money I think that I (stay) at home.
12. I often (go) to Canada on holiday because my parents (live) there. They (move) to Canada from Britain in 1969 and (live) there since then.

Lösung: 1. will not (won't) rain; 2. has just flown; 3. looked, gave; 4. were, broke, stole; 5. have been coming; 6. bought, was, didn't surf, spent, is trying; 7. took, arrived, wanted; 8. are you doing?, am packing, are going, are you going?, are going, lives, go; 9. was putting, started, went, went, wanted, didn't know, was; 10. stays, are; 11. had, would go, don't have, will stay; 12. go, live, moved, have lived.

9. Past simple or past continuous?

Look at the sentences and decide whether you need the verb in the past simple or past continuous to complete the sentences.

While we _____ (1) (drive) to Austria last year our car suddenly _____ (2) (stop). We _____ (3) (get) out and dad _____ (4) (decide) to try and repair it himself. While dad _____ (5) (try) to repair the car Mum _____ (6) (phone) a garage. The it _____ (7) (start) to rain. Because dad _____ (8) (lie) under the car he _____ (9) (not get) wet. But we _____ (10) (stand) beside the car and the rain _____ (11) (pour) down on us. Mum _____ (12) (decide) to go with us into a restaurant. While we

_____ (13) (have) something to eat and drink the man from the garage
 _____ (14) (arrive). We _____ (15) (watch) out of the window. The man
 _____ (16) (get in) to our car. Then he _____ (17) (try) to start it. Nothing
 _____ (18) (happen). The man _____ (19) (get out) of the car, _____ (20)
 (look) at dad, now wet and dirty, who _____ (21) (lie) under the car.
 The man _____ (22) (try) to say something but he _____ (23) (laugh) so
 much that he couldn't. Then he _____ (24) (say): There is no petrol in the car.

Lösung: 1. were driving; 2. stopped; 3. got; 4. decided; 5. was trying; 6. phoned; 7. started; 8. was lying; 9. didn't get; 10. were standing; 11. was pouring; 12. decided; 13. were having; 14. arrived; 15. watched; 16. got in; 17. tried; 18. happened; 19. got out; 20. looked; 21. was lying; 22. tried; 23. was laughing; 24. said.

10. Past simple or present perfect?

Look at the sentences and decide whether you need the verb in the past simple or present perfect to complete the sentences.

- | | |
|----------------|---|
| (go) | JOHN: ... you ever ... to Scotland? |
| (want/have) | JANET: No, I ... to go last year but I ... no money. |
| (be/stay) | JOHN: I ... there three times already. Last year I ... for three weeks. |
| (visit) | JANET: ... you ... Edinburgh? |
| (not go) | JOHN: Of course. But I ... to Glasgow yet. |
| (not spend/be) | JANET: Well, I ... a holiday in Scotland but I ... in America. |
| (go) | JOHN: America? When ... you ... there? |
| (fly) | JANET: In 1992. I ... there with my parents. |
| (stay) | JOHN: And where ... you ... ? |
| (live) | JANET: With my uncle. He ... in New York since 1969. |
| (send) | JOHN: And why ... you ... me a postcard of the Statue of Liberty? |
| (write/forget) | JANET: Good question. I ... lots of postcards but I ... to post them. |

Lösung: 1. Have you ever been; 2. wanted; 3. had; 4. have been; 5. stayed; 6. Did you visit; 7. haven't gone; 8. haven't spent; 9. have been; 10. did you go?; 11. flew; 12. did you stay?; 13. has lived; 14. did you send?; 15. wrote; 16. forgot.

Lernjahr 3/4: Wortschatz

1. Find the opposites

Write down the opposites (antonyms) of these words. Use the words in the box:

answer, close, come, dirty, early, found, future, giant, leave, lies, lose, morning, nowhere, rich, sell, senior, strange, terrible, top, wet

- | | | | |
|---------------|-------|--------------|-------|
| 1. arrive | _____ | 11. junior | _____ |
| 2. wonderful | _____ | 12. poor | _____ |
| 3. evening | _____ | 13. go | _____ |
| 4. lost | _____ | 14. dry | _____ |
| 5. past | _____ | 15. late | _____ |
| 6. win | _____ | 16. truth | _____ |
| 7. buy | _____ | 17. question | _____ |
| 8. open | _____ | 18. dwarf | _____ |
| 9. everywhere | _____ | 19. familiar | _____ |
| 10. clean | _____ | 20. bottom | _____ |

Lösung: 1. leave; 2. terrible; 3. morning; 4. found; 5. future; 6. lose; 7. sell; 8. close; 9. nowhere; 10. dirty; 11. senior; 12. rich; 13. come; 14. wet; 15. early; 16. lies; 17. answer; 18. giant; 19. strange; 20. top.

2. Words of similar meaning

Find a word of similar meaning (synonym) for each word in the list in the box.

afraid, begin, drop, funny, home, inside, large, leave, loud, new, nice, outside, popular, quiet, sad, terrible

- | | | | |
|-------------|-------|---------------|-------|
| 1. kind | _____ | 9. frightened | _____ |
| 2. start | _____ | 10. modern | _____ |
| 3. enormous | _____ | 11. noisy | _____ |
| 4. exterior | _____ | 12. strange | _____ |

- | | | | |
|---------------|-------|--------------|-------|
| 5. interior | _____ | 13. house | _____ |
| 6. fall | _____ | 14. bad | _____ |
| 7. well-liked | _____ | 15. peaceful | _____ |
| 8. unhappy | _____ | 16. go away | _____ |

Lösung: 1. nice; 2. begin; 3. large; 4. outside; 5. inside; 6. drop;
7. popular; 8. sad; 9. afraid; 10. new; 11. loud; 12. funny; 13. home;
14. terrible; 15. quiet; 16. leave.

3. We need a ...

Look at the material box and fill in the correct word.

1. I need a _____ to sit on. 2. I need a _____ to sleep in. 3. I need a _____ to eat soup from. 4. I need a _____ to drink coffee out of. 5. I need a _____ to cut paper with. 6. I need a _____ to cut bread with. 7. I need a _____ to cut the grass with.
8. I need a _____ to open the door with. 9. I need a _____ to open a wine bottle with. 10. I need a _____ to open a beer bottle with. 11. I need a _____ to write a letter with. 12. I need a _____ to write on the board with. 13. I need a _____ to make a fire with. 14. I need a _____ to make a cake with. 15. I need a _____ to take a photo with. 16. I need a _____ to clean the carpet with. 17. I need a _____ to water the garden. 18. I need a _____ to put nails in the wall.

bed, bottle-opener, bowl, camera, chair, chalk, corkscrew, cup, hammer.
hoover, hose, key, knife, lawn-mower, match, mixer, pen, scissors

Lösung: 1. chair; 2. bed; 3. bowl; 4. cup; 5. scissors; 6. knife; 7. lawn-mower; 8. key; 9. corkscrew; 10. bottle-opener; 11. pen; 12. chalk; 13. match; 14. mixer; 15. camera; 16. hoover; 17. hose; 18. hammer.

Lernjahr 3/4: Textaufgaben

1. John

John Brondon will be thirteen years old in July. He has got a sister who is one year older and a brother who is three years younger. He lives at 'Northfield Farm' five miles from Portobello. He goes to Portobello High School. His favourite subjects are sports and chemistry. He doesn't like English or maths. He has got brown hair and green eyes. He helps his father on the farm at the weekends.

Right or wrong?

Read these sentences and say whether they are right or wrong. If they are wrong make them right.

1. John is younger than his brother.
2. He has got a brother and a sister.
3. He lives in Portobello.
4. Next year he is going to go to Portobello High School.
5. His eyes are brown.
6. His Christian name is Brondon.
7. His sister is the youngest in the family.
8. He likes chemistry.
9. He has got brown hair.
10. He helps his father after school.
11. He lives five miles from Portobello.
12. He doesn't like English.
13. He is thirteen.
14. His sister is four years older than his brother.

Lösungen: 1. Wrong. His brother is younger. 2. Right 3. Wrong. He lives five miles from Portobello. 4. Wrong. He goes to Portobello High School now. 5. Wrong. His eyes are green. 6. Wrong. His Christian name is John. 7. Wrong. His sister is the oldest in the family. 8. Right. 9. Right. 10. Wrong. He helps his father at the weekends. 11. Right. 12. Right. 13. Wrong. He will be thirteen. 14. Right.

Now write sentences about yourself. Half of the sentences must be right and half of the sentences must be wrong. Give your sentences to a partner. Ask him/her to find out which sentences are right and change the wrong sentence.

2. Ozone

Look at the ten statements below. Say which are right, and which are wrong. Correct the wrong ones in full sentences. Sometimes you must answer "It's not in the text."

What is happening to our climate? Are the winter milder and the summers hotter? Do we get sunburnt quicker than we did twenty years ago? What is ozone?

The ozone layer is a thin layer of gas about thirty kilometres above the earth. This ozone layer protects us from the sun's radiation. It is like an umbrella which stops the rain making us wet. But in the 1980s experts found out that this "umbrella" had holes in it. The sun's radiation was getting through.

What makes these holes? Carbon dioxide and CFCs make these holes. Where does the carbon dioxide come from? It comes from all the cars, buses, lorries and planes. And the CFC? It is Chlorofluorocarbon. That comes from all the spray cans that we use. It is also used in fridges to make them cold. What can we do? The people who make fridges are now using another chemical in their new fridges. (But there are lots of old fridges in our houses. We can't just buy a new fridge tomorrow!) The people who make spray cans are also using another chemical. But the holes are already there. And there is no way we can repair them. Perhaps they will grow together again in the future.

1. We get sunburnt quicker than we did twenty years ago.
2. The ozone layer is above the earth.
3. The ozone layer stops us from getting wet.
4. The Americans discovered holes in the umbrella.
5. The holes were discovered in the 1980s.
6. Since then it has rained more often.
7. Carbon dioxide is used to make cars move.
8. CFC is used in fridges.
9. New fridges do not have CFC.
10. We should all buy new fridges.
11. We must not use spray cans.
12. Experts are thinking about how to repair the holes in the "umbrella".

Lösung: 1. That's right. 2. That's right. 3. That's wrong. The ozone stops us from getting sunburnt. 4. That is not in the text. 5. That's right. 6. That's wrong. Since then the radiation is getting through. The weather has changed. 7. That's wrong. The carbon dioxide comes from cars. 8. That's right. 9. That's right. 10. That's right. But it's not possible. 11. That's wrong. Spray cans don't use CFC any more. 12. That's not in the text.

Lernjahr 5/6: Wortschatz

1. Opposites

What are the opposites of these words? Use an exercise-book.

1. earn; 2. employed; 3. employee; 4. failure; 5. fiction; 6. forget; 7. future; 8. goodlooking; 9. higher; 10. inside; 11. open; 12. popular; 13. possible; 14. poor; 15. poverty; 16. simple; 17. spend; 18. successful; 19. suitable; 20. well-dressed.

Lösung: 1. spend; 2. unemployed/out of work; 3. employer; 4. success; 5. fact; 6. remember; 7. past; 8. plain/ugly; 9. lower; 10. outside; 11. close/closed; 12. unpopular; 13. impossible; 14. rich/wealthy; 15. wealth; 16. difficult/complicated/complex; 18. save; 19. unsuccessful; 20. badly-dressed/poorly-dressed.

2. Verb forms

Give the verb forms of these nouns. The first one is done for you.

1. analyst = analyse; 2. circulation; 3. collection; 4. controller; 5. delivery; 6. development; 7. disappointment; 8. enjoyment; 9. information; 10. intention; 11. invention; 12. laughter; 13. organization; 14. printer; 15. repair; 16. report; 17. solution; 18. success; 19. thought; 20. transmission.

Lösung: 2. circulate; 3. collect; 4. control; 5. deliver; 6. develop; 7. disappoint; 8. enjoy; 9. inform; 10. intend; 11. invent; 12. laugh; 13. organize; 14. print; 15. repair; 16. report; 17. solve; 18. succeed; 19. think; 20. transmit

3. Books, books, books

What is the name of the book you need:

1. to find the address of a person? _____
2. to find the meaning of a word? _____
3. to find a telephone number? _____
4. to find a life story? _____
5. to find material regarding plants? _____
6. to find the time of a train or a bus? _____

7. to find a fictious story? _____
8. to find a record of recent happenings? _____
9. to find the day and date of a month? _____
10. to find a record of personal daily happenings? _____
11. to find a list of priced goods or books? _____
12. to find the position of a place? _____
13. to find a collection of photos? _____
14. to find material regarding stars? _____
15. to find material regarding earth and stones? _____
16. to find material regarding animals? _____

an album, an atlas, a biography, a book on astronomy, a book on botany, a book on geology, a book on zoology, a calendar, a catalogue, a diary, a dictionary, a directory, a newspaper, a novel, a telephone directory, a time-table

Lösung: 1. a directory; 2. a dictionary; 3. a telephone directory; 4. a biography; 5. a book on botany; 6. a time-table; 7. a novel; 8. a newspaper; 9. a calendar; 10. a diary; 11. a catalogue; 12. an atlas; 13. an album; 14. a book on astronomy; 15. a book on geology; 16. a book on zoology.

Lernjahr 5/6: Grammatik

1. What would happen if ...?

Put the verbs into the correct past tense using Conditional II. Use an exercise-book.

Example:

If I ... (have) a penfriend in Germany, I ... (write) a letter every month. =
If I had a penfriend in Germany, I would write a letter every month.

1. If I ... (not have) a bad cold, I ... (go) shopping with Anita and Bobby.
2. If we ... (go) to Wales for a holiday, we ... (visit) Aunt Megan in Cardiff.
3. If I ... (give) you the money, ... (you/buy) some bread for me, please?
4. If you ... (drive) to the supermarket, you ... (take) all the empty bottles back.
5. If you ... (not be) so young, you ... (come) with us.

6. ... (life/be) better if I ... (be) thinner and prettier?
7. ... (you/understand) everything if I ... (give) you a magazine in English?
8. If I ... (be) an elephant, I ... (sit) on you!
9. If I ... (not be) so angry, I ... (phone) him now.
10. If I ... (be) a millionaire, I ... (buy) the firm where I work.
11. ... (you/buy) us a Rolls Royce if you ... (be) rich enough?
12. ... (you/buy) me that new pullover if I ... (do) all the housework for two weeks?
13. If I ... (see) a fire or an accident in Britain, I ... (dial) 999.
14. ... (your parents/feel) better if you ... (leave) them a message?

Lösung: 1. If I didn't have a bad cold, I would/could go shopping with Anita and Bobby. 2. If we went to Wales for a holiday, we could visit Aunt Megan in Cardiff. 3. If I gave you the money, could/would you buy some bread for me, please? 4. If you drove to the supermarket, you could take all the empty bottles back. 5. If you weren't so young, you could come with us. 6. Would life be better if I was/were thinner and prettier? 7. Could/Would you understand everything if I gave you a magazine in English? 8. If I was an elephant, I would sit on you! 9. If I wasn't so angry, I would phone him now. 10. If I was a millionaire, I would buy the firm where I work. 11. Would you buy us a Rolls Royce if you were rich enough? 12. Would you buy me that new pullover if I did all the housework for two weeks? 13. If I saw a fire or an accident in Britain, I would dial 999. 14. Would your parents feel better if you left them a message?

2. Connectors

Join the sentences with a word from the list. Use your exercise-book.

although, and, but, if, or, so, when

1. They rushed the lorry driver to hospital. He died in the helicopter.
2. It was raining. The taxi arrived.
3. You can go out. You must promise to be back before 11.00.
4. We saw the accident. We were waiting for a bus.
5. Jim is mad about snooker. He travels to games all over Britain.
6. Tom will never be a top tennis player. He always tries very hard.
7. Jill likes dancing. She often goes to the disco.
8. I always read my horoscope. I don't believe in it.
9. I hide. I see Barbara coming.

Lösung: 1. They rushed the lorry driver to hospital, but he died in the helicopter. 2. It was raining when the taxi arrived. 3. You can go out if

you promise to be back before 11.00./You can go out, but you must promise to be back before 11.00. 4. We saw the accident when we were waiting for the bus. 5. Jim is mad about snooker and/, so he travels to games all over Britain. 6. Tom will never be a top tennis player although he tries very hard./Tom will never be a top tennis player, but he tries very hard. 7. Jill likes dancing and she often goes to the disco./Jill likes dancing, so she often goes to the disco. 8. I always read my horoscope, although I don't believe in it. 9. I hide when I see Barbara coming.

3. Passives

Make passive sentences using the verbs in the brackets.

1. Twenty hospitals ... (build) in the last five years.
2. The pyramids ... (build) thousands of years ago.
3. This newspaper ... (read) by millions of people every day.
4. Our company ... (sell) to a French firm in 1994.
5. Diamonds ... (find) mainly in South Africa.
6. Gold ... (find) in California in 1849.
7. A lot of magazines ... (sell) in supermarkets.
8. Snooker ... (watch) by millions of viewers.
9. Last week's big match ... by 10 million people.
10. A new gold mine ... (just/discover) in Canada.
11. A new hospital ... (just/open) by the Prince Charles yesterday.
12. Five people ... (already/fire) by the new production manager.
13. Many convicts ... (send) to Australia in the eighteenth century.
14. Over a thousand people ... (kill) since the war started.

Lösung: 1. have been built; 2. were built; 3. is read; 4. was sold; 5. are found; 6. is found; 7. are sold; 8. is watched; 9. was watched; 10. has just been discovered; 11. has just been opened; 12. have already been fired; 13. were sent; 14. have been killed.

4. Question tags

Write these sentences with a question tag. Use an exercise-book.

Example:

You collect stamps, ...? = You collect stamps, don't you?

1. That's a Harley-Davidson motorbike, ...?
2. She isn't very nice, ...?
3. He was a teacher at your last school, ...?
4. I'm not very good at this, ...?

5. You've done it again, ...?
6. You haven't seen Tom today, ...?
7. You play tennis on Saturdays, ...?
8. I'm very good at this, ...?
9. There isn't any milk left, ...?
10. She's been on holiday in Spain, ...?
11. You still work for Abercrombie and Mason, ...?
12. I can't remember every single name, ...?
13. You don't think he's the thief, ...?
14. I didn't know he was there, ...?
15. Things aren't always what they seem, ...?
16. You're getting very nervous, ...?
17. You can do the shopping tomorrow, ...?
18. You haven't been well, ...?
19. You have done your homework, ...?
20. There aren't many people here tonight, ...?

Lösung: 1. isn't it; 2. is she; 3. wasn't he; 4. am I; 5. haven't you; 6. have you; 7. don't you; 8. aren't I; 9. is there; 10. hasn't she; 11. don't you; 12. can I; 13. do you; 14. did I; 15. are they; 16. aren't you; 17. can't you; 18. have you; 19. haven't you; 20. are there

5. Modals

Fill in the space in the sentence with a suitable modal. Be careful that you choose the correct tense.

1. You ... forget to fill up the car with petrol and check the oil because this is the last petrol station before the border.
2. John realised that he was on the wrong train but he ... wait until Glasgow before he ... get off the train because it didn't stop until then.
3. You ... worry about your dog when you are on holiday. You ... put it in a cat and dog home.
4. You ... take your dog to Europe from Britain if you want to but you ... bring it back in again. It ... go into quarantine for six months.
5. When you go walking in the hills in Scotland you ... take a rain jacket, even in summer because the weather can change very quickly.
6. You ... walk in the hills in sandals. It is too dangerous.
7. You ... take a chair with you to the beach at Brighton. You ... get one there. But you ... pay. The chairs are not free.
8. Last year Mr Brown ... build a garage in his garden. This year Mr Smith wants to build a garage in his garden but he The town says "no".

9. Before they built that new block of flats you ... see the church from my bedroom window. Now you ... see anything except the flats!
10. If you want to go to town on the 10 o'clock bus you ... run. It is four minutes to ten.
11. ... I ... change trains to get from Manchester to London?
No, Madam. There is a train that goes directly from Manchester to London. You ... change trains. But you really ... book a seat as the trains are always full on Fridays.
12. Peter ... buy a new map of Cardiff because he lost his old one.

Lösung: 1. mustn't; 2. had to, could; 3. needn't, can; 4. can, won't be allowed to, has to; 5. must; 6. mustn't; 7. needn't, can, have to; 8. was allowed to, isn't allowed to; 9. could, are not able; 10. will have to; 11. Do I have to, don't have to, should; 12. had to.

6. Gerund or infinitive?

Translate these sentences, please. Use either a gerund or an infinitive according to what is correct.

1. Links fahren ist nicht schwer.
2. Es ist nicht schwierig, links zu fahren.
3. Museen zu besichtigen ist für mich sehr wichtig im Urlaub.
4. Zu viele Zigaretten nach England mitzunehmen kann teuer sein.
5. Mein Vater liebt es, in guten Restaurants zu essen.
6. Im Grand Canyon hielt er das Auto jeweils nach fünf Kilometern an, um Fotos der Sehenswürdigkeiten zu machen.
7. Er fährt nicht gern durch Tunnels, weil er Angst vor dem unterirdischen Fahren hat.
8. Sie hörte nicht auf, Postkarten von Singapore zu schreiben. Am Schluß hatte sie 106 Postkarten geschrieben.
9. Es ist nicht mehr gefährlich, in Nordirland zu leben.
10. Ich hasse es, Hosen zu kaufen. Ich habe große Schwierigkeiten, eine zu finden, die ich mag.

Lösung: 1. Driving on the left is not difficult. 2. It is not difficult to drive on the left. 3. Visiting museums is very important for me on holiday. 4. Taking too many cigarettes into England can be expensive. 5. My father loves eating in good restaurants. 6. In Grand Canyon he stopped the car every five kilometres to take photos of the sights. 7. He doesn't like driving through tunnels because he is frightened of travelling underground. 8. She didn't stop writing postcards from Singapore. In the end she had written 106 postcards. 9. It is no longer dangerous to live in Northern Ireland. 10. I hate buying trousers. I have great difficulty finding ones that I like.

7. Mixed tenses

Put the verb in brackets in the correct tense, please.

1. I only hope it (not rain) when we are on holiday.
2. Tom just (fly) to Germany for three weeks.
3. The man who checked the passports (look) at Bill's for a very long time before he (give) it back to him.
4. While we (be) on holiday in Germany somebody (break) into our house and (steal) our stereo equipment.
5. Our family (come) to this place on holiday for the last twenty years.
6. Colin (buy) a new surf board but there (be) such a strong wind that he (not surf) once in the two weeks that he (spend) at the Atlantic on holiday last year. And now he (try) to sell it.
7. The flight to Australia (take) 26 hours and when Susan and Pamela (arrive) last night they only (want) to go to bed and sleep.
8. – Hello, Michael. What you (do)?
– Hello, Pat. I (pack) my suitcase. We (go) on holiday in the morning.
– Where you (go)?
– We (go) to my aunt. She (live) in Dundee. We always (go) there for a month in the summer.
9. While dad (put) petrol in the car before the family (start) their holiday journey, mum (go) into the petrol station to buy some magazines. Jenny (go) with her. She (want) to buy a map because she (not know) where Koblenz (be).
10. Susan always (stay) in youth hostels because they (be) cheaper than hotels.

Lösung: 1. will not rain; 2. has just flown; 3. looked gave; 4. were broke, stole; 5. have been coming; 6. bought, was, didn't surf, spent, is trying; 7. takes, arrived, wanted; 8. What are you doing?, am packing my suitcase, are going, are you going?, are going, lives, go; 9. was putting, started, went, went, wanted, didn't know, was; 10. stays, are.

8. Indirect speech

Change the direct speech into indirect speech.

1. "Don't eat in class", says Tom's teacher.
Tom's teacher told them ...
2. "Why are you late for work?" my mother's boss asked her. "Because the bus had an accident", she answered.
My father's boss wanted to know ... She told him that ...

3. "I'm going to become a doctor when I am older", said Petra.
Petra said that ...
4. "I don't want to go the dentist", said Mary.
Mary said that ...
5. "You won't become a dentist if you keep writing such bad tests", said the teacher to Petra.
The teacher told Petra ...
6. "Don't feed the animals in the zoo. It's dangerous", Mrs Clarke said to her son.
Mrs Clarke told her ...
7. "What are you going to do when you leave school?" the teacher asked Pat. "I don't know", she said.
The teacher wanted ...
8. "Can I see your driving licence, please?" the policeman asked Mr Smith.
The policeman wanted ...
9. "I think that I will be a postwoman when I am older", said Betty.
Betty said ...
10. "Don't worry about a good job. If you get good marks in school there will be no problem later", said my father.
My father told me ...

Lösung:

1. Tom's teacher told them not to eat in class.
2. My father's boss wanted to know why my mother was late. She told him that the bus had had an accident.
3. Petra said that she was going to become a doctor when she was older.
4. Mary said that she didn't want to go to the dentist.
5. The teacher told Petra that she wouldn't become a dentist if she kept writing such bad tests.
6. Mrs Clarke told her son not to feed the animals in the zoo. It was dangerous.
7. The teacher wanted to know what Pat was going to be when she left school. Pat said that she didn't know.
8. The policeman wanted to see Mr Smith's driving licence.
9. Betty said that she thought she would be a postwoman when she was older.
10. My father told me not to worry about a good job. If I got good marks in school there would be no problem later.

9. Past simple or past progressive?

Decide whether the verb in brackets is "past simple" or "past progressive".

We (go) to London last summer. While we (look for) Harrods we (find) a wonderful old bookshop in Charing Cross Road. We (enter) the shop and (ask) the assistant if she (have) an original book by Charles Dickens. While she (look) we (start) to talk to the owner. He (tell) us that his great-grandfather (know) Charles Dickens. Unfortunately the assistant (not find) a book so we (leave). We (walk) along Oxford Street when a car (drive) past. The lady who (sit) in the car (look) like the Queen. I suddenly (notice) that everybody (wave) so we (start) to wave, too. A man who (stand) beside me (not wave). He (watch) the people and (smile). I (ask) him why he (smile). He (tell) me that the lady in the car (not be) the Queen because at that moment the Queen (spend) two weeks on holiday in Hawaii. The lady in the car (be) his mother.

Lösung: 1. went; 2. were looking; 3. found; 4. entered; 5. asked; 6. had; 7. was looking; 8. started; 9. told; 10. knew; 11. didn't find; 12. left; 13. were walking; 14. drove; 15. was sitting; 16. looked; 17. noticed; 18. was waving; 19. started; 20. was standing; 21. was not waving; 22. was watching; 23. (was) smiling; 24. asked; 25. was smiling; 26. told; 27. was not (wasn't); 28. was spending; 29. was.

10. Present perfect or past simple?

Decide whether the verb in brackets is "present perfect" or "past simple".

- How long you (work) as a builder?
– Well, I (start) in 1994. I (build) houses since then.
- (not see) the postman yet. He (come) today already?
– No. But yesterday he only (come) at lunchtime.
- Yesterday I (look) for a chemist but I (not find) one.
- The electrician (try) to repair the TV for an hour now. I don't think it is very easy.
– No, well, I (try) yesterday and I (have) no luck, either.
- Your mother (work) in the garden since this morning and she (not stop) once.
- What you (do) all morning, Janet?
– Well, first I (write) two letters, then I (answer) the telephone. I (make) lunch for mum and myself. But before that I (go) to the shops for some fruit and vegetables.
- That policeman (stand) in the middle of the road for two hours directing the traffic. The traffic lights are broken.

8. My father (try) to learn to surf for two years but he still falls off it when there is a wind.
9. "How many accidents your pupils (have)?" my mother (ask) my driving instructor.
"Well, I (teach) pupils to drive for ten years and we (not have) one accident."
10. The lift is broken. Ten people (be) in it for a half an hour and an engineer (try) to open the doors for the last fifteen minutes.

Lösung: 1. have you been working, started, have been building; 2. haven't seen, Has he come, came; 3. looked, didn't find; 4. has been trying, tried, had; 5. has been working, has not stopped; 6. have you been doing, wrote, answered, made, went; 7. has been standing; 8. has been trying; 9. have your pupils had, asked, have been teaching, have not had; 10. have been, has been trying.

11. Future: will or going to?

Decide whether the verb in brackets is "will" or "going to".

1. If you work hard at school you (get) a good mark.
2. When I leave school I think I (be) a teacher.
3. Tomorrow I (give) you a test on irregular verbs.
4. That taxi driver (have) an accident. He is going much too fast.
5. I hope the police (catch) the man who drove into dad's car.
6. Susan's father (come) home late tonight because he has a meeting with his boss at 6 o'clock.
7. – Miss Daily, if the telephone rings you (answer) it, please?
– Yes, Mr Thorn.
8. Peter's father is a driving instructor. He (teach) Peter to drive when he seventeen.
9. You (not have) an accident if you are careful.
10. I think the postman (bring) Sandra's postcard today. She said she posted it three days ago.
11. Peggy (start) her new job tomorrow. She is a bit nervous.
12. In her new job Peggy (have to) take sandwiches for lunch because there is no canteen.

Lösung: 1. will get; 2. will be; 3. going to give; 4. going to have; 5. will catch; 6. is going to come; 7. will you answer; 8. is going to teach; 9. will not have; 10. will bring; 11. is going to start; 12. is going to have to.

Lernjahr 5/6: Textaufgaben

Nützliche Textaufgaben sind, nach der Erarbeitung des kompletten Textes, der Einsatz von Lückentexten. Die folgenden Beispiele zeigen zwei Arten von Lückentexten: a) die Auslassung von bestimmten Wortarten wie Verben, Präpositionen usw. und b) ein "close text", wo Wörter in regelmäßigen Abständen (z. B. jedes sechste Wort) ausgelassen werden. Die einzusetzenden Wörter können, alphabetisch geordnet, aufgelistet werden oder, um den Schwierigkeitsgrad zu erhöhen, auch weggelassen werden.

1. A problem of communication

Every Thursday morning Mrs Giles took the 10.15 train to the market in the next town. The train always arrived at 10.13 and Mrs Bates got off. Mrs Giles and Mrs Bates knew each other slightly and always had a short conversation before the train left.

"How are you today, Mrs Bates?" asked Mrs Giles one Thursday. "Oh, I'm fine", Mrs Bates replied, "but my husband was very ill last week."

"I'm sorry to hear that", shouted Mrs Giles through the window as the train moved off.

The following Thursday they met again at the same time.

"My husband was ill last week, too", said Mrs Giles. "What did you give your husband when he was ill, Mrs Bates?" she asked as the train started to move.

"I gave him lots of turpentine", Mrs Bates shouted after her.

The following Thursday they met again.

"Well, I gave my husband turpentine like you said", Mrs Giles told Mrs Bates.

"But he died."

"Yes", said Mrs Bates, "so did mine!"

a) What are the missing verbs? Use the correct tense.

arrive, ask, ask, be, be, be, be, be, be, be, be, die, do, get off, give, give, give, have, hear, know, leave, meet, meet, move, move off, reply, say, say, shout, shout, start, take, tell

Every Thursday morning Mrs Giles ... (1) the 10.15 train to the market in the next town. The train always ... (2) at 10.13 and Mrs Bates ... (3). Mrs Giles and Mrs Bates ... (4) each other slightly and always ... (5) a short conversation before the train ... (6).

"How ... (7) you today, Mrs Bates?" ... (8) Mrs Giles one Thursday. "Oh, I ... (9) fine", Mrs Bates ... (10), "but my husband ... (11) very ill last week."

"I ... (12) sorry to ... (13) that", ... (14) Mrs Giles through the window as the train ... (15).

The following Thursday they ... (16) again at the same time.

"My husband ... (17) ill last week, too", ... (18) Mrs Giles. "What ... you ... (19) your husband when he ... (20) ill, Mrs Bates?" she ... (21) as the train ... (22) to ... (23).

"I ... (24) him lots of turpentine", Mrs Bates ... (25) after her.

The following Thursday they ... (26) again.

"Well, I ... (27) my husband turpentine like you ... (28)", Mrs Giles ... (29) Mrs Bates. "But he ... (30)."

"Yes", said Mrs Bates, "so ... (31) mine!"

Lösung: 1. took; 2. arrived; 3. got off; 4. knew; 5. had; 6. left; 7. are; 8. asked; 9. am; 10. replied; 11. was; 12. am; 13. hear; 14. shouted; 15. moved off; 16. met; 17. was; 18. said; 19. did ... give; 20. was; 21. asked; 22. started; 23. move; 24. gave; 25. shouted; 26. met; 27. gave; 28. said; 29. told; 30. died; 31. did

b) Every sixth word is missing from the text. What are the missing words?

again, and, are, conversation, fine, her, husband, I'm, last, market, mine, Mrs, Mrs, Mrs, of, same, she, slightly, the, Thursday, to, told, took, train, turpentine, what, when, yes

Every Thursday morning Mrs Giles ... (1) the 10.15 train to the ... (2) in the next town. The ... (3) always arrived at 10.13 and ... (4) Bates got off. Mrs Giles ... (5) Mrs Bates knew each other ... (6) and always had a short ... (7) before the train left.

"How ... (8) you today, Mrs Bates?" asked ... (9) Giles one Thursday. "Oh, I'm ... (10)", Mrs Bates replied, "but my ... (11) was very ill last week."

"... (12) sorry to hear that", shouted ... (13) Giles through the window as ... (14) train moved off.

The following ... (15) they met again at the ... (16) time.

"My husband was ill ... (17) week, too", said Mrs Giles. "... (18) did you give your husband ... (19) he was ill, Mrs Bates?" ... (20) asked as the train started ... (21) to move.

"I gave him lots ... (22) turpentine", Mrs Bates shouted after ... (23).

The following Thursday they met ... (24).

"Well, I gave my husband ... (25) like you said", Mrs Giles ... (26) Mrs Bates. "But he died."

"... (27)", said Mrs Bates, "so did ... (28)!"

Lösung: 1. took; 2. market; 3. train; 4. Mrs; 5. and; 6. slightly; 7. conversation; 8. are; 9. Mrs; 10. fine; 11. husband; 12. I'm; 13. Mrs; 14. the; 15. Thursday; 16. same; 17. last; 18. what; 19. when; 20. she; 21. to; 22. of; 23. her; 24. again; 25. turpentine; 26. told; 27. yes; 28. mine

8. Übungsbausteine für die Oberstufe

In diesem Kapitel finden Sie eine breite Auswahl an Übungen, die Sie in der Oberstufe an Gymnasien, Berufsschulen und Fachschulen einsetzen können. Von insgesamt 18 Übungsbausteinen befassen sich die ersten sieben mit "Prüfungsfertigkeiten" (*exam skills*) und die übrigen Bausteine mit der Festigung und Erweiterung von Wortschatz. Die beiden abschließenden Übungen versuchen zwei wichtige Fehlerquellen, nämlich die Rechtschreibung und die Kommasetzung, in den Griff zu bekommen.

A. Prüfungsfertigkeiten

1. Expanding headlines

Write out these headlines in full. Be creative. You must add missing words/information and change tenses as necessary. Often more than one solution is possible.

1. MOTHERS OF 4 WINS £1 MILLION
 2. BRITISH SCHOOLS "WORST IN EU"
 5. NURSES OFFERED 2 %, MANAGERS 7.5
 6. PALACE: CHARLES & DI DIVORCED BY CHRISTMAS
 7. PRESS COUNCIL: NEVER RIGHT TO TAP CELL PHONES
 8. TORES PLAN ELECTION EARLY 1997
 9. WALDEGRAVE TO RESIGN OVER ARMS TO IRAQ DEAL?
 10. DOGS BEST PROTECTION AGAINST CRIME SAY POLICE
 11. UEFA: HOOLIGANS GIVE GAME BAD NAME
 13. DOCTORS SLAM GOVT'S HEALTH POLICY
 14. EU JOBS OPT OUT NO ANSWER, SAYS BLAIR
 16. GERMANY'S JOBLESS RATE SETS POST-WAR RECORD
 17. '96 OLYMPIC TORCH BIGGEST EVER
 18. CRASH INVESTIGATORS FACE TOUGH TASK
 19. FAMILY POISONED BY KILLER MUSHROOMS
 20. FORECASTERS: SNOW WORST SINCE 1928
3. GOVERNMENT TO INCREASE TAX SOON
4. PICASSO SOLD FOR \$10 BY MISTAKE
12. LASER DRILL PAINLESS
15. TORY REBEL JOINS LIB-DEM

Example:**ROAD RAGE KILLS BABY?**

- Did road rage kill a baby?
- Was a baby killed by road rage?

Lösung:

1. A mother of four children has won £1 million.
2. It is said that British schools are the worst in the EU.
3. The government will increase tax(es) soon.
4. A Picasso was sold for \$10 by mistake.
5. Nurses have been offered a 2% pay rise while managers (have been offered) 7.5%.
6. A palace spokesperson says (that) Charles and Di will be divorced by Christmas.
7. The Press Council says (that) it is never right to tap cell phones.
8. The Tories are planning (to call) an election in early 1997.
9. Is Mr Waldegrave going to resign over the arms to Iraq deal?
Does Mr Waldegrave intend/plan to resign ...
10. The police says (that) dogs are the best protection against crime.
11. UEFA says (that) hooligans give/are giving football a bad name.
12. Laser drills are painless.
13. Doctors have slammed/severely criticised the government's health policy.
14. Mr Blair says (that) opting out of EU jobs policies is no answer.
15. A disgusted Tory rebel has joined the Liberal-Democrats.
A Tory (MP) who is disgusted with government policies has joined the Liberal-Democrats.
16. Germany's jobless rate has set a post-war record.
17. The 1996 Olympic torch will be the biggest ever.
18. Crash investigators are facing a tough task.
Experts investigating the crash are facing ...
19. A family has been poisoned by eating deadly mushrooms.
20. Forecasters say (that) the snow has been the worst since 1928.

2. Summarising

Summarise these sentences by cutting out all unnecessary information.

Example:

The president returned to Washington last night after attending a funeral in Little Rock, Arkansas, and called an immediate meeting of the security council at the White House.

- The president called a meeting of the security council yesterday.

1. In power stations, in factories and in our cars, we are burning more and more fossil fuels (coal, oil and natural gas) and this produces huge quantities of carbon dioxide – 18 billion (that's 18 thousand million!) tonnes of the stuff enter our atmosphere every year.
2. To defend the sea-route from Europe to India, the British built up colonies, which were in fact often little more than coaling stations and docks to repair ships, round the coast of Africa and, after the opening of the Suez Canal in 1868, in Egypt and the Middle East as well.
3. The East India Company, originally licensed by Elizabeth I (1558–1603) as a private company trading in Asian goods like cotton, silk and, of course, spices, suddenly found itself responsible for the civil and military administration of the whole of the Indian sub-continent from the Himalayas in the north to the island of Ceylon – today Sri Lanka – in the south, an area no less than 18 times the size of Britain.
4. A black man and a white woman were going for a quiet walk together in a public park in downtown Johnstown, Pennsylvania, when they were both shot dead from behind by an unemployed white drug user who – police later told reporters – had a fanatical hatred of mixed-race relationships and the “filthy liberal scum” in Washington who allowed them.
5. Although all white Americans were themselves immigrants, or were at least descended from immigrants, many of them had little understanding or sympathy for the waves of new immigrants flooding into Ellis Island, New York, from eastern European countries like Poland, Russia and Romania – increasing social problems such as the slum developments in fast-growing cities like New York, Chicago and Pittsburgh. Overcrowded schools where a growing number of pupils could not even understand English, the rise in crime and vagrancy, the growth of ghettos, the fear of unemployment and falling living standards, all were blamed on the newcomers.

Lösung:

1. In power stations, factories and cars, we are burning more fossil fuels and this produces huge quantities of carbon dioxide every year.
2. To defend the sea-route to India, the British built up colonies round the coast of Africa and later in Egypt and the Middle East.
3. The East India Company found itself responsible for the administration of the whole of the Indian sub-continent.
4. A black man and a white woman were going for a walk when they were both shot dead by a white who had a fanatical hatred of mixed-race relationships.

5. Although all white Americans were themselves immigrants, many of them had little sympathy for the new immigrants flooding into Ellis Island from eastern European countries – increasing social problems were blamed on the newcomers.

3. Using the question to start the answer

Here are 15 questions from exam papers. Use the questions to write an opening to the answer.

Example:

What is the kid in the cartoon complaining about?

– The kid (in the cartoon) is complaining about ...

1. Which type of characterisation does the author use, and why does he do so?
2. How does the incident at the bar influence our opinion of Charles Lumley?
3. Why has the author devoted so much space to the car chase?
4. What does the description of the shop tell us about the antique dealer as a person?
5. Why was Molly so disturbed by Simon's treatment of the dog?
6. To what extent may we call the text a "story of initiation"?
7. Why does Mrs Thatcher claim that "there is no such thing as 'society'"?
8. By what means does Hemingway make the nature of the wife's relationship to her husband clear to the reader?
9. Why have the Walkers decided to return to Britain after having originally "emigrated to Canada never to return"?
10. According to Magnus Linklater, why are the British perhaps snobs but in many ways less class-conscious than are the Italians and the French?
11. Which reason for the declining popularity of the monarchy do you find most convincing, and why?
12. How do we know right from the beginning of the story how the narrator will probably react to Helen's visit?
13. What do you understand by the term "virtual community"?
14. Do you agree with the author's argument that "despite what liberals may say, the state owes no one a living"?
15. Would you be willing to give up owning a car to protect the environment, even if you knew such a move would have little real effect?

Lösung:

1. The author uses ... characterisation because he ...
2. The incident (at the bar) influences our opinion of Charles Lumley in that ...
3. The author devotes so much space to the car chase because ...
4. The description of the shop tells us that the antique dealer is ...
5. Molly is disturbed by Simon's treatment of the dog because ...
6. We can/may call the text a story of initiation in that/because ...
7. Mrs Thatcher claims that there is no such thing as society because (she says) ...
8. Hemingway makes the nature of the wife's relationship to her husband clear by ...
9. The Walkers have decided to return to Britain because ...
10. Magnus Linklater thinks the British are perhaps snobs but are less class-conscious than the Italians and the French because ...
Magnus Linklater has this opinion/thinks this because ...
11. The reason for the declining popularity of the monarchy that I find most convincing is ... because ...
12. We know how the narrator is likely to react to Helen's visit because/by the fact that ...
13. By the term "virtual community" I understand ...
14. I agree/do not agree with the author's argument that the state owes no one a living because in my opinion ...
15. I would be/would not be willing to give up my car even if it would have little real effect on the environment because ...
I would be/would not be willing to give up my car in these circumstances because ...

4. Finding verb synonyms

Look at the verbs in the list 1–25. Find a synonym (word of similar meaning) for each verb in the box. The synonym you are looking for rhymes with the word in brackets. Study the two examples first.

buy, sell, alter, attempt, assist, advertise, concur, attack, mix, grow, build, produce, debate, deceive, defend, escort, show, prevent, remember, express, row, repair, preserve, pollute, teach

Examples:

Verb	Rhyming word	Synonym
- examine	(nest)	test
- possess	(phone)	own
1. purchase	(lie)	_____
2. market	(bell)	_____
3. change	(falter)	_____
4. try	(contempt)	_____
5. help	(insist)	_____
6. promote	(computerise)	_____
7. agree	(refer)	_____
8. assault	(back)	_____
9. blend	(kicks)	_____
10. increase	(throw)	_____
11. construct	(filled)	_____
12. manufacture	(loose)	_____
13. debate	(enough)	_____
14. cheat	(receive)	_____
15. protect	(offend)	_____
16. accompany	(thought)	_____
17. exhibit	(though)	_____
18. stop	(lent)	_____
19. recall	(November)	_____
20. articulate	(distress)	_____
21. quarrel	(cow)	_____
22. mend	(pear)	_____
23. keep	(serve)	_____
24. contaminate	(loot)	_____
25. instruct	(peach)	_____

Lösung: 1. buy; 2. sell; 3. alter; 4. attempt; 5. assist; 6. advertise; 7. concur; 8. attack; 9. mix; 10. grow; 11. build; 12. produce; 13. discuss; 14. deceive; 15. defend; 16. escort; 17. show; 18. prevent; 19. remember; 20. express; 21. row; 22. repair; 23. preserve; 24. pollute; 25. teach

5. Human characteristics: Finding antonyms

Look at the adjectives in the list 1–24 and find their antonyms (words of opposite meaning) in the box.

sad, horrible, hostile, disappointed, cheeky, boring, noisy, lazy, unhelpful, withdrawn, critical, stupid, mean, weak, unsympathetic, unjust, brutal, aggressive, cold-hearted, violent, repulsive, passive, extreme, unpleasant

- | | | | |
|-----------------|-------|-------------------|-------|
| 1. active | _____ | 13. helpful | _____ |
| 2. amusing | _____ | 14. intelligent | _____ |
| 3. attractive | _____ | 15. moderate | _____ |
| 4. charming | _____ | 16. nice | _____ |
| 5. civilised | _____ | 17. peaceful | _____ |
| 6. determined | _____ | 18. polite | _____ |
| 7. fair | _____ | 19. quiet | _____ |
| 8. friendly | _____ | 20. satisfied | _____ |
| 9. generous | _____ | 21. sociable | _____ |
| 10. gentle | _____ | 22. tolerant | _____ |
| 11. happy | _____ | 23. understanding | _____ |
| 12. hardworking | _____ | 24. warm-hearted | _____ |

Lösung: 1. passive; 2. boring; 3. repulsive; 4. unpleasant; 5. brutal; 6. weak; 7. unjust; 8. hostile; 9. mean; 10. violent; 11. sad; 12. lazy; 13. unhelpful; 14. stupid; 15. extreme; 16. horrible; 17. aggressive; 18. cheeky; 19. noisy; 20. disappointed; 21. withdrawn; 22. critical; 23. unsympathetic; 24. cold-hearted

6. Talking about texts: Definitions

Link the words 1–20 with the definitions A – T.

Words

1. fictional text	_____	11. characterisation	_____
2. song	_____	12. contrast	_____
3. pie chart	_____	13. enumeration	_____
4. playwright	_____	14. climax	_____
5. copywriter	_____	15. turning point	_____
6. journalist	_____	16. exposition	_____
7. simile	_____	17. hyperbole	_____
8. autobiography	_____	18. rhetorical question	_____
9. case study	_____	19. stylistic device	_____
10. protagonist	_____	20. comic	_____

Definitions

- A account of a person's life told by the person himself or herself
- B another name for "dramatist"
- C any device used by a writer to make his or her intention and meaning clear to the reader or spectator
- D any means used by a writer to describe a character
- E any text that could be real, but is in fact produced by the writer's imagination
- F common stylistic device that lists three or more items applying to people, things or ideas
- G descriptive technique which concentrates on the differences between people, things or ideas
- H factual description of a real-life situation in which the people concerned speak for themselves with a minimum of interference by the reporter
- I highly significant development in a character's life after which nothing will be quite the same ever again
- J introduction to a fictional work in which the characters are introduced and the scene is set
- K most important single character in a story
- L person producing reports, interviews etc for press or radio/TV
- M person who writes texts for advertisements

- N point of maximum tension in a story followed by a phase of falling action
- O representation of statistical information as a circle divided into segments of appropriate size/colour
- P rhyming text set to music
- Q series of cartoon-like drawings that tell a story and are intended simply to entertain
- R statement in the form of a question, i. e. a question asked for effect that does not expect an answer
- S stylistic device which points up the similarities between apparently dissimilar people, things or ideas
- T technical term – from the Greek – for “exaggeration”

Lösung: 1. fictional text – E; 2. song – P; 3. pie chart – O; 4. playwright – B; 5. copywriter – M; 6. journalist – L; 7. simile – S; 8. autobiography – A; 9. case study – H; 10. protagonist – K; 11. characterisation – D; 12. contrast – G; 13. enumeration – F; 14. climax – N; 15. turning point – I; 16. exposition – J; 17. hyperbole – T; 18. rhetorical question – R; 19. stylistic device – C; 20. comic – Q

7. Dealing with unknown words

As most texts used in the *Oberstufe* are original there are inevitably a relatively high number of unknown words in them. It is, though, possible to understand the meaning of a surprisingly large proportion of these problem words without using a dictionary. Looking words up is not only very time-consuming, but can also be extremely frustrating because further unknown words often appear in the definitions.

Here are some ways of working out the meaning of unknown words without the help of a dictionary.

1. International words

There are an enormous number of English words, particularly in such areas as trade and industry, information technology, transport, the media, youth culture and sport, that have become “international”. These words – for example *manager, advertising spot, jeans, car, biker, camera, video, camping, tourist, stewardess* and *golf* – are used in many languages.

Here is a mixed list of international words. Complete the table by putting words from the box into the correct word field.

advertising – after shave – airbag – aquaplaning – badminton – boom – boots – business school – cap – champion – charter flight – check-in desk – city-hopper – coach – corporate image – crew – cup – deo-spray – design – digital technology – discount store – E-mail – fashion – fax – fitness training – flight recorder – hair style – hardware – hovercraft – in-line skates – interface – investment portfolio – jacket – jeans – jogger – just-in-time delivery – kicker – know-how – league – leggings – link – mailbox – manager – marketing – match – navigator – pullover – satellite – score – shampoo – shareware – shuttle bus – software – sponsoring – squash – stewardess – sweatshirt – ticket – virtual reality – workstation

clothing, cosmetics	transport	information technology	sport	trade and industry

Lösung:

clothing, cosmetics: after shave, boots, cap, deo-spray, fashion, hair style, jacket, jeans, leggings, pullover, shampoo, sweatshirt

transport: airbag, aquaplaning, charter flight, check-in desk, city-hopper, crew, hovercraft, navigator, shuttle bus, stewardess, ticket

information technology: digital technology, E-mail, fax, hardware, interface, link, mailbox, satellite, shareware, software, virtual reality

sport: badminton, champion, coach, cup, fitness training, in-line skates, jogger, kicker, league, match, score, squash

trade and industry: advertising, boom, business, corporate image, design, discount store, just-in-time delivery, know-how, manager, marketing, portfolio, sponsoring

2. Similarity to German

A great many English words, particularly concrete nouns and verbs to do with everyday life – for example *bread, bring, come, family, field, fish, garden, house, make, sing, street* and so on – come from an old form of German. Such English words are usually differently spelt and pronounced than in German, but they are nonetheless easy for German speakers to recognise.

Just as important as these Germanic words are so-called *Fremdwörter* (words of foreign origin) such as, for example, the German words *aggressiv, Demokratie, Diplomatie, Politik, Sozialismus, telefonieren* and so on. These

words are based mainly on Latin or Greek and are also used – again with small changes – in English. Hence the English equivalents of the examples given above are *aggressive, democracy, diplomacy, politics, socialism, (to) telephone*.

Read the sentences and translate the underlined parts into German.

1. Services like health and care for old people are based on the idea of social solidarity.
2. The Chinese are worried by the spread of Western cultural and religious ideas. They are particularly anxious about materialism and sexual morals.
3. The USA wants to hinder illegal immigration by controlling its frontiers more strictly.
4. Slavery still exists in some parts of Asia, Africa and Latin America.
5. The British established the first tobacco plantations in their American colonies and imported slaves from West Africa to work on them.
6. The government plans to stop smuggling, if necessary by military means.
7. The UN discussed a resolution about the export of toxic materials from industrial regions to the third world.
8. A lot of sociologists argue that Britain's class system has become more marked in recent years.
9. One person in the talk show declared that European integration would take generations.
10. Economists say that more firms went bankrupt during the recession than during the Great Depression of the 1930s.
11. The Dutch government has legalised some drugs.
12. Most people accept immigration as long as the immigrants do not establish ghettos with an individual identity that is different from the rest of society.
13. Some pessimistic experts say we will have critical energy problems unless something is done now to conserve the energy we've got and to invest in new forms of energy for the future.
14. Bill Gates thinks there will soon be no transport problems because we will all communicate in cyberspace.

Lösung:

1. ... sind auf der Idee von sozialer Solidarität gegründet./... basieren auf der Idee von sozialer Solidarität.
2. ... von westlichen kulturellen und religiösen Traditionen.
... ängstlich über Materialismus und Sexualmoral.
3. ... illegale Immigration zu verhindern.
4. Die Sklaverei existiert immer noch ...

5. ... etablierten die ersten Tabakplantagen in ihren amerikanischen Kolonien und importierten Sklaven aus Westafrika ...
6. ... plant, das Schmuggeln zu stoppen, ... durch militärische ...
7. ... diskutierten eine Resolution über den Export von toxischen Materialien aus industriellen Regionen ...
8. ... Soziologen argumentieren, ... Klassensystem noch markanter ...
9. Eine Person in der Talkshow erklärte, ... Integration Generationen dauern würde.
10. Ökonomen sagen, daß mehr Firmen Bankrott machen während der Rezession.
11. ... hat einige Drogen legalisiert.
12. ... akzeptieren Immigration ... die Immigranten Ghettos mit einer individuellen Identität ... nicht etablieren.
13. Einige pessimistische Experten sagen, daß wir kritische Energieprobleme haben werden ..., um die Energie, die wir haben, zu konservieren und in neue Formen von Energie ... zu investieren.
14. ... keine Transportprobleme, da wir alle miteinander in Cyberspace kommunizieren werden.

B. Wortschatzübungen

1. Word families

Complete the table with the missing forms. In some cases there is more than one. XXX means there is no word.

	Verb	Noun	Adjective
1.	<i>advertise</i>	– an advertisement	advertising
2.	broadcast	1 broadcaster 2 broadcast	broadcasting broadcasted
3.	...	1 discoverer 2 ...	XXX
4.	persuade		
5.	...	1 arguer 2 ...	
6.	...	1 informer 2 ...	
7.	1 compute 2 ...	...	XXX
8.	automate	...	...
9.	...	...	exaggerated

	Verb	Noun	Adjective
10.	...	...	accommodating
11.	...	...	embarrassing
12.	...	1 critic 2 ...	...
13.	...	1 ... 2 ...	immigrant
14.	...	marriage	...
15.	industrialise	1 ... 2 ...	...
16.	discuss	...	XXX
17.	decide	...	
18.	...	...	expressive
19.	differ	...	...
20.	...	...	analytical
21.	...	...	complaining
22.	...	damage	...
23.	...	1 ... 2 ...	accusative
24.	destroy	...	... 2 ...
25.	...	1 ... 2 report	XXX
26.	...	...	agreeable
27.	educate	...	...
28.	...	reliance	...
29.	...	...	growing
30.	...	...	isolated

Lösung: 3. discover, discovery; 4. persuasion, persuasive; 5. argue, argument, argumentative; 6. inform, information, informative; 7. computerise, computer; 8. automation, automatic; 9. exaggerate, exaggeration; 10. accommodate, accommodation; 11. embarrass, embarrassment; 12. criticise, criticism, critical; 13. immigrate, immigrant, immigration; 14. marry, married; 15. industry, industrialisation, industrialised; 16. discussion; 17. decision, decisive; 18. express, expression; 19. difference, different; 20. analyse, analysis; 21. complain, complaint; 22. damage, damaging, damaged; 23. accuse, accuser, accusation; 24. destruction, destructive; 25. report, reporter; 26. agree, agreement; 27. education, educational; 28. rely, reliable; 29. grow, growth; 30. isolate, isolation.

2. Collocations

Some pairs of words fit together – or “collate” – and some do not. For example, we say “team captain”, not “team head” or “team leader”, although “captain”, “head” and “leader” are very similar in meaning. Again, when we want the English equivalent of the German word *Briefkasten*, we find that in this sense the noun “post” collates with “box”, but not with “container” or “case”.

Look at the words in the list 1–25. Choose a word from the box to make collocations.

officer, ticket, centre, analysis, professor, report, letter, software, terminal, terrace, post, broadcast, teacher, machine, receiver, number, hall, interview, assistant, pollution, van, park, court, club, agency

- | | | |
|---------------|-----------------|----------------|
| 1. air | 10. head | 18. satellite |
| 2. bus | 11. job | 19. shop |
| 3. business | 12. news | 20. shopping |
| 4. car | 13. newspaper | 21. telephone |
| 5. computer | 14. night | 22. tennis |
| 6. concert | 15. observation | 23. text |
| 7. delivery | 16. passenger | 24. university |
| 8. employment | 17. police | 25. washing |
| 9. frontier | | |

Lösung: 1. air pollution; 2. bus ticket; 3. business letter; 4. car park; 5. computer software; 6. concert hall; 7. delivery van; 8. employment agency; 9. frontier post; 10. head teacher; 11. job interview; 12. news broadcast; 13. newspaper report; 14. night club; 15. observation terrace; 16. passenger terminal; 17. police officer; 18. satellite receiver; 19. shop assistant; 20. shopping centre; 21. telephone number; 22. tennis court; 23. text analysis; 24. university professor; 25. washing machine.

3. False friends

a) Just English

Tick [✓] the correct alternative. Only one solution is possible.

- Don't you mean [] think [] Barbara is right to leave her husband?
- Foreigners [] Strangers [] from out of town have problems finding somewhere to park.
- If we can't stay with you, we'll have to get a room at a guest house [] pension [].

4. Sarah is popular. Everybody finds her very likeable ☐ sympathetic ☐.
5. Jack sleeps during the day and gets up ☐ stands up ☐ at 5 pm.
6. I only did so well in the test because the teacher overlooked ☐ oversaw ☐ several mistakes.
7. I can't watch TV yet. I've got to do ☐ make ☐ the washing-up.
8. Britain's national dish is fish and chips ☐ crisps ☐ but nobody can afford it nowadays.
9. The government's policy ☐ politics ☐ towards the EU is crazy.
10. Bobby Hunt is 16 but his mother still brings ☐ takes ☐ him from home to school each day.
11. For heaven's sake hurry up. Our plane starts ☐ takes off ☐ in a few minutes.
12. Poor Mrs Coe cannot possibly live on such a small pension ☐ rent ☐.
13. I'm not paying for this steak. It's absolutely awful ☐ miserable ☐.
14. Sorry. You can't have this medicine without a doctor's prescription ☐ recipe ☐.
15. You needn't wear black but please wear something decent ☐ quiet ☐.
16. Can you tell me what the menu ☐ set meal ☐ is today, please?
17. The policeman stopped me because I didn't notice ☐ remark ☐ a No Entry sign.
18. It's very dangerous to distract ☐ irritate ☐ a driver in heavy traffic.
19. Let's not waste time on this problem. It won't be actual ☐ current ☐ until 1998.
20. Wendy always donates ☐ spends ☐ money to the animals' home at Christmas.
21. We didn't have a break ☐ make a pause ☐ for six hours.
22. I haven't decided yet but eventually ☐ maybe ☐ I'll come to the party after all.
23. Have you heard the latest ☐ newest ☐ news? The firm has been taken over by an American company ☐ society ☐.
24. Bob was so disinterested ☐ uninterested ☐ in his work that he lost his job.
25. Patterson, Jackson & Snibbs is a very reputable ☐ serious ☐ New York law firm.
26. Some small men are extremely sensible ☐ sensitive ☐ about their height.
27. How many countries ☐ states ☐ are there in East Germany?
28. Is your behaviour really consequent ☐ consistent ☐ with Christ's teachings?

Lösung: 1. mean ☐ think ☒; 2. Foreigner ☐ Strangers ☒; 3. guest house ☒ pension ☐; 4. likeable ☒ sympathetic ☐; 5. gets up ☒ stands up ☐; 6. overlooked ☒ oversaw ☐; 7. do ☒ make ☐; 8. chips ☒ crisps ☐; 9. policy ☒ politics ☐; 10. brings ☐ takes ☒; 11. starts ☐ takes off

[✓]; 12. pension [✓] rent []; 13. awful [✓] miserable []; 14. prescription [✓] recipe []; 15. decent [] quiet [✓]; 16. menu [] set meal [✓]; 17. notice [✓] remark []; 18. distract [✓] irritate []; 19. actual [] current [✓]; 20. donates [✓] spends []; 21. have a break [✓] make a pause []; 22. eventually [] maybe [✓]; 23. latest [✓] newest [] – company [✓] society []; 24. disinterested [] uninterested [✓]; 25. reputable [✓] serious []; 26. sensible [] sensitive [✓]; 27. countries [] states [✓]; 28. consequent [] consistent [✓].

b) German – English

Complete the sentences with the correct form of the English equivalent of the German word given on the left.

- | | |
|-------------------|--|
| <i>aktuell</i> | 1. _____ developments in Russia are very worrying. |
| <i>aufstehen</i> | 2. Tom didn't _____ until 2 pm yesterday. |
| <i>bringen</i> | 3. My father always _____ me from home to school. |
| <i>Chips</i> | 4. A lot of children just eat some _____ for lunch. |
| <i>consequent</i> | 5. Always be _____ when bringing up children. |
| <i>dezent</i> | 6. This isn't a disco. Wear _____ clothes to the office in future. |
| <i>Fremde</i> | 7. You can't expect _____ to know the way. |
| <i>irritieren</i> | 8. It's not fair to _____ the players by shouting at them. |
| <i>Land</i> | 9. How many _____ are there in Germany now? |
| <i>machen</i> | 10. We haven't got time to _____ the washing-up now. |
| <i>meinen</i> | 11. Do you _____ we should accept economic refugees, too? |
| <i>Menü</i> | 12. The _____ is pork, cabbage and potatoes. |
| <i>merken</i> | 13. Watch out! Didn't you _____ that child? |
| <i>miserabel</i> | 14. I thought the prize-winning film was _____. |
| <i>neu</i> | 15. The _____ information is that the match will be called off. |
| <i>Pension</i> | 16. We only had to pay £10 a night at the _____. |
| <i>Politik</i> | 17. The opposition's education _____ will cost a fortune. |

- | | |
|--------------------|--|
| <i>Rente</i> | 18. Many old people live on a _____ of less than £20 a week. |
| <i>Rezept</i> | 19. Don't trouble the doctor. I just need a new _____. |
| <i>sensibel</i> | 20. Be careful with Ann. She can be very _____. |
| <i>seriös</i> | 21. I'm afraid a lot of car salesmen are not _____. |
| <i>spenden</i> | 22. I only _____ money to local charities. |
| <i>starten</i> | 23. What time does our plane _____? |
| <i>sympathisch</i> | 24. Eva is much more _____ than her husband. |
| <i>übersehen</i> | 25. We got lost when we _____ the signpost to Norwich. |

Lösung: 1. Current; 2. get up; 3. takes; 4. crisps; 5. consistent; 6. quiet; 7. strangers; 8. distract; 9. states; 10. do; 11. think; 12. set meal; 13. notice; 14. awful; 15. latest; 16. guest house; 17. policy; 18. pension; 19. prescription; 20. sensitive; 21. reputable; 22. donate; 23. take off; 24. likeable; 25. overlooked

4. Confusibles

We call words that often get mixed up – or confused – “confusibles”. Cross out the incorrect alternative of the two confusibles given.

1. I had to lay/lie down because my back hurt.
2. Jack will have money problems unless he becomes more economic/economical.
3. A principal/principle result of the industrial revolution was new attitudes to work.
4. Some say that Europeans are less industrial/industrious than Asians.
5. Do you think that's a practical/practicable idea in the present situation?
6. Happily/Luckily nobody was hurt in the accident.
7. I'm afraid that a lot of people are better in theory than in practice/practise.
8. I need some postcards. Is there a stationary/stationery shop near here?
9. You can't expect to become/get a good job without qualifications.
10. Does Jane always drive/go to work by bike?
11. The English meaning of *Domstadt* was once just city/town.
12. Mum needs another ten minutes and then she'll be finished/ready.
13. I don't think these curtains a very tasteful/tasty. Do you?
14. It is against the law to avoid/evade taxes.
15. Are you infering/implying that the president lied to Congress?
16. Nothing you say will convince/persuade Sally not to marry that awful man.

17. Surely you're not saying that smoking does not affect/effect your health?
18. Child abuse/misuse hasn't increased; people are just more willing to talk about it.
19. In Germany there are biannual/biennial school reports.
20. We had an awful holiday. It rained continually/continuously. It never stopped once.
21. Our neighbours are very sociable/social. They're always inviting people in for drinks.
22. The EU should prescribe/proscribe stricter rules to control factory farming.
23. The army could not repel/repulse the enemy's attack.
24. Jane must drive. Harry has lost his licence/license because of dangerous driving.
25. Don't forget to get a recipe/receipt for the office supplies, will you?

Lösung: 1. ~~lay~~/lie; 2. ~~economic~~/economical; 3. ~~principal~~/principle; 4. ~~industrial~~/industrious; 5. ~~practical~~/practicable; 6. ~~Happily~~/Luckily; 7. ~~practice~~/practise; 8. ~~stationary~~/stationery; 9. ~~become~~/get; 10. ~~drive~~/go; 11. ~~city~~/town; 12. ~~finished~~/ready; 13. ~~tasteful~~/tasty; 14. ~~avoid~~/evade; 15. ~~infering~~/implying; 16. ~~convince~~/persuade; 17. ~~affect~~/effect; 18. ~~abuse~~/misuse; 19. ~~biannual~~/biennial; 20. ~~continually~~/continuously; 21. ~~sociable~~/social; 22. ~~prescribe~~/proscribe; 23. ~~repel~~/repulse; 24. ~~licence~~/license; 25. ~~recipe~~/receipt.

5. Preferred words

The changing face of British unionism

In this text about trade unionism in Britain there are often two alternative words of similar meaning. Choose the one which fits best by crossing out the less suitable alternative. The first is done for you.

Until the mid-1980s Britain was ~~famous~~/notorious¹ for strikes. There were two main causes/reasons² for this state of affairs.

First, there were more than 300 trade unions caring for/looking after³ the interests of British workers. Car manufacturers alone had to discuss/negotiate⁴ with 19 isolated/separate⁵ unions, some of them very little/small⁶, each year. This complicated process could easily/effortlessly⁷ lead to a union that contained/had⁸ only a few workers closing down a whole branch/industry⁹. For example, a strike by six women upholsterers at Ford's Dagenham works in the early 1970s caused/gave rise to¹⁰ not only the closing down of that plant/works¹¹, but also to short time working at Ford factories/works¹² on the continent/mainland¹³ of Europe.

The second reason for Britain's dilemma/problem¹⁴ was that many unions did business/operated¹⁵ mainly at local/neighbourhood¹⁶ level and sometimes seemed to do whatever they wanted. It often happened that factory union officers/officials¹⁷ would call/order¹⁸ a strike without even informing their union's head office. Millions of working days were lost/mislaidd¹⁹ because of these "unofficial strikes".

This chaotic/riotous²⁰ situation was changed/revised²¹ by two important new laws, the Trade Union Act of 1984 and the Employment Act of 1988. The first of these made it illegal/illicit²² for a union to call a strike without first holding a secret and anonymous ballot/vote²³ of its members; the second allowed workers not to join a union at all if they did not desire/want²⁴ to do so. This put an end to the practice/tradition²⁵ of the "closed shop" which forced people to become union members in order to get a job/occupation²⁶.

These two laws/regulations²⁷ – combined with big/high²⁸ unemployment and less job safety/security²⁹ – have turned the British worker into among the most disciplined/passive³⁰ in Europe. This is shown by government evidence/statistics³¹. In 1979, 29 million working days were displaced/lost³² because of strikes. By 1992, this number had depressed/dropped³³ to only 0.2 million, the lowest/shortest³⁴ in the EU after Germany. Union membership has declined in the same method/way³⁵. During/While³⁶ 12.1 million British workers were union members/subscribers³⁷ in 1980, this number had fallen to 8 million by 1990 and to less/smaller³⁸ than 6 million by 1995.

Lösung: 1. famous/notorious; 2. causes/reasons; 3.earing for/looking after; 4. discuss/negotiate; 5. isolated/separate; 6. little/small; 7. easily/effortlessly; 8. contained/had; 10. caused/gave rise to; 11. plant/works; 12. factories/works; 13. continent/mainland; 14. dilemma/problem; 15. did business/operated; 16. local/neighbourhood; 17. officers/officials; 18. call/order; 19. lost/mislaidd; 20. chaotic/riotous; 21. changed/revised; 22. illegal/illicit; 23. ballot/vote; 24. desire/want; 25. practice/tradition; 26. job/occupation; 27. laws/regulations; 28. big/high; 29. safety/security; 30. disciplined/passive; 31. evidence/statistics; 32. displaced/lost; 33. depressed/dropped; 34. lowest/shortest; 35. method/way; 36. During/While; 37. members/subscribers; 38. less/smaller.

6. Phrasal verbs

a) Easy phrasals

Look at the German on the left and complete the sentences with the equivalent English phrasal verb from the list. They are already in the correct form.

brought up, built up, call in, called out, calm down, clear away, find out, gave away, give in, give up, growing up, looking forward to, looks down on, make out, pick up, stay up, takes off, try on, watch out, work out

- | | |
|------------------------|---|
| <i>abholen</i> | 1. Can you _____ the children from school today? |
| <i>anprobieren</i> | 2. You should always ____ shoes before buying them. |
| <i>aufbauen</i> | 3. A long queue of cars _____ at the Polish frontier. |
| <i>aufbleiben</i> | 4. Most parents let children _____ longer on Fridays and Saturdays. |
| <i>aufgeben</i> | 5. The doctor told me to ____ smoking and drinking. |
| <i>aufpassen</i> | 6. _____ when you go up the ladder. |
| <i>aufwachsen</i> | 7. Millions of children in the Third World are _____ in terrible poverty. |
| <i>ausrechnen</i> | 8. Can you _____ how much the bill will be? |
| <i>ausrufen</i> | 9. Our flight will be _____ in a few minutes. |
| <i>erkennen</i> | 10. I can't _____ what some modern poems are trying to say. |
| <i>erziehen</i> | 11. A lot of children are being _____ in one-parent families. |
| <i>herabsehen auf</i> | 12. Henry always _____ people poorer than himself. |
| <i>herausfinden</i> | 13. You can _____ about last-minute holidays at any airport. |
| <i>nachgeben</i> | 14. I don't think North Korea will _____ to the UN's demands. |
| <i>sich beruhigen</i> | 15. For heaven's sake _____ Shouting at me won't solve the problem. |
| <i>sich freuen auf</i> | 16. We are _____ Jim Parker's party at the weekend. |
| <i>starten</i> | 17. Our plane _____ from Düsseldorf at 10.30 a.m. tomorrow. |
| <i>verschenken</i> | 18. Our team _____ certain victory last night. |
| <i>vorbeischaun</i> | 19. Can you _____ on your way home from work? |
| <i>wegräumen</i> | 20. Please _____ the dishes before you go to bed. |

Lösung: 1. pick up; 2. try on; 3. built up; 4. stay up; 5. give up; 6. Watch out; 7. growing up; 8. work out; 9. called out; 10. make out; 11. brought up; 12. looks down on; 13. find out; 14. give in; 15. calm down; 16. looking forward to; 17. takes off; 18. gave away; 19. call in; 20. clear away.

b) More difficult phrasals

Complete the phrasal verbs with the correct particle.

around, around, in, off, off, off, off, off, on, on, on, out, out, out, out, out, out, out, up, up, up, up, up, up, up, up

1. A lot of young people spend most of their time just hanging _____.
2. Can you stick _____ for a few minutes after work? The boss wants to see us.
3. I can't stand those phones that play music to you while you're hanging _____.
4. Caroline goes to bed so late that she can't get _____ in the morning.
5. Cheap tyres wear _____ quicker than more expensive ones.
6. Cheer _____! Life can't be that bad.
7. Have you settled _____ to your new job now?
8. Helen and Chris fell _____ with each other about where to go on holiday.
9. If Tim doesn't watch _____, Sarah will leave him.
10. If you don't work harder, they'll throw you _____.
11. I hate the way you show _____ in front of strangers.
12. It's very rude just to go _____ without even saying goodbye.
13. It's very unfair to point _____ people's mistakes in public.
14. Miss Havers was hurt because I dropped _____ during her History lesson.
15. Sally is always turning _____ late for work.
16. The film turned _____ to be much better than I expected.

17. The firm is laying _____ 50 more workers at the end of the month.
18. The girl who waited _____ our table was a German student from Berlin.
19. The Greens don't get _____ very well with their neighbours.
20. The IRA blew _____ an office building in London's Docklands last week.
21. Three dangerous criminals broke _____ of prison last night.
22. We are staying at home this summer because we are doing _____ our flat.
23. We can put _____ two of your visitors if you like.
24. We had to call _____ the match because of snow.
25. We will end _____ bankrupt unless business improves soon.
26. Why are you always making _____ such silly stories about other people?

Lösung: 1. hang around; 2. stick around; 3. hang on; 4. get up; 5. wear out; 6. cheer up; 7. settle in; 8. fall out; 9. watch out; 10. throw out; 11. show off; 12. go off; 13. point out; 14. drop off; 15. turn up; 16. turn out; 17. lay off; 18. wait on; 19. get on; 20. blow up; 21. break out; 22. do up; 23. put up; 24. call off; 25. end up; 26. make up.

Replace the verbs with a phrasal of similar meaning from the list.

breathed in, broken off, carrying out, cleared up, fill in, fix up, give back, got away, knocked down, left out, looking into, put on, put up, put up with, set out, show off, stood up, take off, take on, tore up

1. Alec Carr escaped _____ from the police as he was being taken to court.
2. A lot of people inhaled _____ the gas that escaped from the chemical factory.
3. Ann destroyed _____ all Tony's letters when he left her.
4. Everybody rose _____ when the Queen came into the room.

5. I couldn't give you a better grade because you omitted _____ the last question.
6. Inspector Morse hasn't solved _____ the murder yet.
7. It is illegal to hire _____ people who are not properly qualified.
8. Please return _____ the dictionaries at the end of the school year.
9. Some unpleasant men boast _____ in front of pretty women.
10. The concert was discontinued _____ when the conductor became ill.
11. The doctors are performing _____ the operation on my foot next week.
12. The firm has increased _____ its prices by 5% this year.
13. The police are investigating _____ the crime.
14. The power lines were demolished _____ when a plane crashed.
15. Tourists must complete _____ a special form at the frontier.
16. Unfortunately we weren't able to arrange _____ an interview with Clint Eastwood.
17. We left _____ at 3 a.m. because of the holiday traffic.
18. You can't expect me to tolerate _____ your drinking any longer.
19. You must wear _____ a hard hat when you are on the building site.
20. You shouldn't remove _____ your clothes in public.

Lösung: 1. got away; 2. breathed in; 3. tore up; 4. stood up; 5. left out; 6. cleared up; 7. take on; 8. give back; 9. show off; 10. broken off; 11. carrying out; 12. put up; 13. looking into; 14. knocked down; 15. fill in; 16. fix up; 17. set out; 18. put up with; 19. put on; 20. take off.

7. Verb + preposition and noun + preposition combinations

Complete the sentences by putting the correct preposition after the verb.

1. Banks only lend _____ people who have already got money.
2. Does Switzerland belong _____ the EU?
3. Don't ask _____ a day off. You know what the answer will be.
4. Don't run _____ the road against the lights.
5. Have you looked _____ our post box yet?
6. It's a crime to borrow _____ banks if you don't intend to repay the money.
7. It's a scandal to throw _____ food when people are starving.
8. It's unhealthy just to dream _____ winning the lottery.
9. Minette Walters writes _____ women in modern society.
10. Please stop playing _____ that biro all the time.
11. The Green Party will definitely vote _____ building more motorways.
12. The mechanics have been working _____ my car all day.
13. We have been waiting _____ the bus for almost an hour.
14. What did you wish _____ when you saw the black cat?
15. You shouldn't laugh _____ things that mean a lot to others.

Lösung: 1. to; 2. to; 3. for; 4. across *oder* over; 5. into; 6. from; 7. away; 8. about *oder* of; 9. about *oder* on; 10. with; 11. against; 12. on; 13. for; 14. for; 15. at.

Complete the sentences with the correct verb. Only one solution is possible.

advise, agree, approve, believe, differ, insisted, object, relied, report, succeed
--

1. Does Austrian German _____ from High German much?
2. Don't ask Jack to do the job. He just can't be _____ on to do it on time.
3. Most doctors _____ against eating too many animal fats.

4. Many non-smokers strongly _____ to people smoking in restaurants.
5. The policeman _____ on seeing my driving licence.
6. London will never _____ to an all-Ireland referendum on the future of Northern Ireland.
7. The tabloids only _____ on crime, sex and sport.
8. Do all religions _____ in the survival of the spirit after death?
9. Few commentators thought that BVB would _____ in winning the cup.
10. Whatever the politicians say, many doctors _____ of the legalisation of some drugs.

aiming, apologised, began, choose, deals, depends, distinguish, identify, refer, sympathise

11. The firm is _____ at increasing its profits by at least 15% this year.
12. Have you _____ to the Harpers for damaging their new car?
13. Dr. Helen Adams _____ by introducing herself to the audience.
14. Bill and Ben are twins. Unless you know them well, you can't _____ between them.
15. Can I speak to the person who _____ with customer enquiries, please?
16. We might have a garden party at the weekend. It _____ on the weather, of course.
17. Idealistic young people find it easy to _____ with good causes.
18. We _____ to your fax of 10 August in which you enquire about our new prices.
19. You can't marry Harry and Bob, Sally. You must _____ between them, I'm afraid.
20. It's hard to _____ with people who are too lazy to help themselves.

Lösung: 1. differ from; 2. relied on; 3. advise against; 4. object to; 5. insisted on; 6. agree to; 7. report on; 8. believe in; 9. succeed in; 10. approve of.

11. aiming at; 12. apologised to; 13. began by; 14. distinguish between; 15. deals with; 16. depends on; 17. identify with; 18. refer to; 19. choose between; 20. sympathise with.

Use an English prepositional noun for the German expressions on the left.

- | | |
|---------------------------------|--|
| <i>Freiheit von</i> | 1. Drugs like morphine have given us almost complete _____ pain. |
| <i>Sicherheit vor</i> | 2. The UN safe areas were designed to give civilians _____ attack. |
| <i>Interesse für</i> | 3. The West has little _____ helping the third world to industrialise. |
| <i>Angst über</i> | 4. Some people live in _____ what others think of them. |
| <i>Bewußtsein von</i> | 5. Few governments show any real _____ ordinary people's problems. |
| <i>Scham für</i> | 6. The EU ought to express _____ what is happening in ex-Yugoslavia. |
| <i>Erstaunen über</i> | 7. The audience showed its _____ the ten-year-old girl's talent. |
| <i>Sorge um</i> | 8. Poor Mrs Coe has got a lot of _____ her health. |
| <i>Freundlichkeit gegenüber</i> | 9. _____ animals is said to be a very British trait. |
| <i>Ehe mit</i> | 10. Brian has changed completely since his _____ Sally. |

Lösung: 1. freedom from; 2. safety from; 3. interest in; 4. fear of; 5. awareness of; 6. shame at; 7. astonishment at; 8. worry about; 9. kindness to; 10. marriage to.

8. Common prepositional idioms

Complete the sentences with the correct preposition(s).

1. Everyone was there _____ the exception _____ Ruth, who is on holiday.
2. You can't make important decisions like that just _____ hand.
3. Please get in touch with me _____ delay.
4. This report is too general. I want an _____ -depth study of the project.
5. We met Werner and Birgit in St Malo purely _____ chance.
6. My boss is _____ suspicion _____ having stolen some money from the firm.
7. I agree with your arguments _____ a point but you are far too emotional.
8. Of course journalists concentrate on events that are _____ the ordinary.
9. I liked the idea _____ first sight but now I am less sure.
10. Film stars are asked to write books _____ virtue _____ their popularity.
11. _____ the circumstances it would be best if you left the firm voluntarily.
12. This was no accident. Our car was damaged _____ purpose.
13. There's no hurry. Read the report _____ leisure and tell me what you think.
14. _____ view _____ the economic situation we can't offer a better price.
15. I only know Brenda _____ a limited extent.
16. It's surprising how many things happen simply _____ mistake.
17. _____ addition _____ taking money, he also tried to blackmail us.
18. Wages are _____ average higher in the EU than in the USA.
19. I don't want to cook. Let's eat out _____ a change.
20. There's no improvement at all. Things are going _____ bad _____ worse.

Lösung: 1. with the exception of; 2. out of hand; 3. without delay;
4. in-depth study; 5. by chance; 6. under suspicion of; 7. up to a point;
8. out of the ordinary; 9. at first sight; 10. by virtue of; 11. in the circumstances;
12. on purpose; 13. at leisure; 14. in view of; 15. to a certain/limited extent;
16. by mistake; 17. in addition to; 18. on average; 19. for a change;
20. from bad to worse.

Finish translating the sentences into English. Use prepositional expressions.

1. *Wir können uns bei meinen Onkel in London treffen.*
We can meet _____ in London.
2. *War Boris Becker mit 17 Wimbledon-Sieger?*
Was Boris Becker Wimbledon champion _____?
3. *Der Arzt lachte nur über mich.*
The doctor just laughed _____.
4. *Der Journalist hat um ein Interview gebeten.*
The journalist asked _____.
5. *Du sollst dich wegen deines schlechten Benehmens entschuldigen.*
You should apologise _____.
6. *Fingers Fred hat den Banküberfall immer noch nicht gestanden.*
Fingers Fred has still not _____.
7. *Ich bestehe auf Ihre Anwesenheit bei der Sitzung.*
I _____ your presence _____ meeting.
8. *Wir beziehen uns auf Ihr Schreiben vom 23. August.*
We _____ your letter _____ 23 August.
9. *Angesichts deiner Einstellung habe ich wenig Mitleid mit dir.*
_____ your attitude I have little _____.
10. *Natürlich hat die Gesellschaft Verpflichtungen älteren Menschen gegenüber.*
_____ course society has a duty _____.
11. *Du brauchst nicht alles so ausführlich zu erzählen.*
You needn't narrate everything _____.
12. *In der Praxis sind solche tollen Ideen sehr schwierig umzusetzen.*
_____ such wonderful ideas are difficult to translate _____ action.

Lösung: 1. at my uncle's; 2. at 17; 3. at me; 4. for an interview; 5. for your bad behaviour; 6. confessed to the bank raid; 7. insist on, at the; 8. refer to, of; 9. in view of, sympathy for you; 10. of towards elderly/older people; 11. at such length; 12. in practice, into.

9. Verb + infinitive or verb + -ing-form?

Put the verbs on the left into the sentences. Use the -ing-form or the to-infinitive.

- | | |
|------------------|--|
| <i>arrange</i> | 1. My bank suggested _____ another loan. |
| <i>arrest</i> | 2. The policeman tried _____ the two men. |
| <i>build</i> | 3. We are planning _____ a factory in the Czech Republic. |
| <i>buy</i> | 4. Jane wants _____ a flat in Camden Town. |
| <i>celebrate</i> | 5. I'll never forget _____ BVB's victory in 1995. |
| <i>change</i> | 6. Do you really mean _____ your job. |
| <i>decorate</i> | 7. I haven't finished _____ the sitting-room yet. |
| <i>do</i> | 8. I'm sorry I forgot _____ my homework yesterday. |
| <i>give</i> | 9. The boss has promised _____ us more money next year. |
| <i>go</i> | 10. We can't afford _____ on holiday this year. |
| <i>have</i> | 11. We very much regret _____ to refuse your request. |
| <i>invest</i> | 12. We cannot risk _____ in such an unstable part of the world. |
| <i>lose</i> | 13. Can you imagine _____ your wife and children in an accident? |
| <i>marry</i> | 14. A lot of women prefer _____ later than their mothers did. |
| <i>move</i> | 15. The Snows are considering _____ to Wales. |
| <i>pay</i> | 16. People won't mind _____ higher taxes if they get something for them. |
| <i>see</i> | 17. Don't miss _____ the Niagara Falls while you're in the USA. |

- smoke* 18. Sarah stopped _____ last Christmas.
- spend* 19. Don't tell me you forgot _____ over £100 on one meal!
- tolerate* 20. Teachers must refuse _____ such violent behaviour.
- get* 21. We are a little late because we stopped _____ some petrol.

Lösung: 1. suggested arranging; 2. tried to arrest; 3. are planning to build; 4. wants to buy; 5. forget celebrating; 6. mean to change; 7. haven't finished decorating; 8. forgot to do; 9. has promised to give; 10. can't afford to go; 11. regret having to refuse; 12. cannot risk investing; 13. can you imagine losing; 14. prefer marrying; 15. are considering moving; 16. won't mind paying; 17. don't miss seeing; 18. stopped smoking; 19. forgot spending; 20. must refuse to tolerate; 21. stopped to get.

10. Watch the spelling!

Cross out and correct the ~~misspelt~~ word.

→ misspelt

1. The price of accomodation in London is very high. _____
2. When did India get her independance? _____
3. That was a silly, mischivous trick, Tommy. _____
4. Was Robert Kennedy assasinated in 1965? _____
5. The Queen is embarrassed by her son's marriage problems. _____
6. I found the dialogs rather stiff and unnatural. _____
7. Doctors reccomend people to eat fresh fruit. _____
8. Why is honesty often mistaken for naivity? _____
9. Most people have acquaintences rather than friends. _____
10. There are computer programmes for just about everything. _____
11. Is Harriet the ninth of eleven children? _____
12. We waited an hour and then four busses came together. _____
13. How many stories has the Empire State Building got? _____
14. It's terrible but sexual harrasment is still common. _____
15. Most democratic parlaments have two houses. _____
16. Will it be conviniant for me to come at 3 p.m.? _____
17. The goods were despatched to you last Monday. _____

18. Unbiased reporting is an exception nowadays. _____
19. I want to swap my car without paying any money. _____
20. The forecast says there'll be more snow tonight. _____
21. The Queen's jewelery in fact belongs to the nation. _____
22. Insurance representetives often give bad advice
to get a sale. _____
23. Do you know the Brown's new adress, by any chance? _____
24. The BBC has commisioned two new symphonies. _____
25. The goverment is almost certain to lose the next election. _____
26. The audiance clapped and cheered for nearly 20 minutes. _____

Lösung: 1. ~~acomodation~~/accommodation; 2. ~~independance~~/independence; 3. ~~mischivous~~/mischievous; 4. ~~assasinated~~/assassinated; 5. ~~embarrased~~/embarrassed; 6. ~~dialogs~~/dialogues; 7. ~~reecomend~~/recommend; 8. ~~naivity~~/naivety; 9. ~~acquaintences~~/acquaintances; 10. ~~programmes~~/programs; 11. ~~ninth~~/ninth; 12. ~~busses~~/buses; 13. ~~stories~~/storeys; 14. ~~harrasment~~/harrassment; 15. ~~parlaments~~/parliaments; 16. ~~conviniant~~/convenient; 17. ~~despatched~~/dispatched; 18. ~~Unbiased~~/unbiased; 19. ~~swap~~/swap; 20. ~~forecast~~/forecast; 21. ~~jewelery~~/jewellery; 22. ~~representetives~~/representatives; 23. ~~adress~~/address; 24. ~~commisioned~~/commissioned; 25. ~~goverment~~/government; 26. ~~audiance~~/audience.

11. Using commas

Put in the missing commas only when absolutely necessary. Use a tick [✓] if you think a sentence is already correct.

1. The headmaster said "We will however be offering more courses in Biology, Chemistry and Physics in the new school year."
2. Don't forget to tell Ann that we'll wait for her in the bar.
3. The UN which is a purely representative assembly cannot possibly be expected to police the world because it has no money or army of its own.
4. Aldous Huxley who was born and brought up in England spent his later years in California.
5. The article explores discrimination because of sex and social class.
6. John F. Kennedy was the third American president to be assassinated wasn't he?
7. The Ruhr University was only founded in the 60s but it already has an international reputation.

8. I'm afraid you won't find the road that Joan lives in marked on that map.
9. The director told the actors to do the scene again or they would all be sacked.
10. If the government loses the vote tonight the prime minister will have to call an election.
11. The people who called in last night are our new neighbours.
12. The last world environment conference which was held in Brazil has had little real effect on governments who continue to look after purely national interests.
13. You needn't work late tomorrow if you finish the job in time.
14. The music was so loud that you couldn't talk without shouting into the other person's ear.
15. I'm taking the car to the garage in order to have its brakes looked at.

Lösung: a) Correct sentences: 2; 5; 7; 8; 11; 13; 14; 15.

b) Missing commas: 1. The headmaster said, "We will, however, be offering more courses in Biology, Chemistry and Physics in the new school year."
3. The UN, which is a purely representative assembly, cannot possibly be expected to police the world because it has no money or army of its own.
4. Aldous Huxley, who was born and brought up in England, spent his later years in California. 6. John F. Kennedy was the third American president to be assassinated, wasn't he? 10. If the government loses the vote tonight, the prime minister will have to call an election. 12. The last world environment conference, which was held in Brazil, has had little real effect on governments, who continue to look after purely national interests.

9. Musterbriefe und -reden zum Thema Schulpartnerschaften

In Kapitel 9 der *Fundgrube für den Englisch-Unterricht 1* wird eine breite Auswahl von Musterbriefen angeboten, die Sie im Zusammenhang mit Studienfahrten (*class trips*) und privaten Urlaubsreisen nach dem UK, der Republik Irland, den USA usw. benutzen können. In demselben Kapitel gibt es auch aktuelle Informationen zur Gestaltung von englischsprachigen Briefen und Anschriften.

In dem vorliegenden Kapitel handelt es sich also um eine Fortführung dieser Musterbriefsammlung. Da aber einige der bisherigen Musterbriefe etwas zu kompliziert und ausführlich zu sein scheinen, haben wir dieses Mal versucht, die Briefe schlanker und benutzerfreundlicher zu gestalten.

Englische Entsprechungen für deutsche Schulterminologie

Es ist oft schwierig, deutsche Schulformen und -ämter im Englischen genau auszudrücken, da die Schulsysteme unterschiedlich sind. Hier sind jedoch einige Tips, die weiterhelfen:

1. Schulformen:

Berufsschule:	vocational college/school
kaufmännische Berufsschule:	commercial college/school
gewerbliche Berufsschule:	technical college/school
Fach(ober)schule:	technical college/school
Gesamtschule:	comprehensive (high) school
Gymnasium:	grammar school
Hauptschule:	secondary modern school
Kollegschule:	sixth form college
Realschule:	technical high school
Grundschule:	primary school

Gymnasium in privater Trägerschaft:	direct-grant grammar school
Internat:	boarding school
private Schule:	independent school
staatliche Berufsschule:	state vocational college/school
städtische Realschule:	municipal technical high school

3. Ämter, Stellenbezeichnungen:

Oberstudiendirektor/-in	head teacher
Oberstudienrat/-rätin	senior graduate teacher
stellvertretende/-r Schulleiter/-in	deputy head (teacher)
Studiendirektor/-in	director of studies
Studienrat/-rätin	graduate teacher

4. Weitere Ausdrücke:

Elternabend	parents' evening
Elternpflegschaft	Parent-Teacher Association (PTA)
Elternsprechtag	parents' day
Fachkonferenz Englisch	English department (meeting)
Fachvorsitzende Englisch	chairman/-woman/-person of the English department
Lehrerkonferenz	staff meeting
Schulamt/-behörde	Local Education Authority (LEA)
Schulkonferenz	school council (meeting)
Sekretariat	school office

Musterbriefe

1a. Kurzanfrage an eine Schulbehörde nach einer Partnerschaft

(Empfängeranschrift)

Dear Sir or Madam

We would be (extremely/very) grateful if you could put us in touch with secondary schools with German as a foreign language in your area who might be interested in setting up a twinning arrangement with the *(Name der deutschen Schule)* in *(Ort)*.

Our school is a (*Schulform*) with English as the first foreign language from (*Klasse*) onwards.

We are hoping to twin with mixed groups mainly in (z. B.) Classes 8 and 9 (Years 4 and 5), i. e. 14- to 16-years olds with three to four years of English.

We would appreciate any help you can give us and we look forward to hearing from you.

Yours faithfully

1b. Ausführlichere Anfrage an eine Schulbehörde nach einer Partnerschaft

Enquiry about school twinning

The English department at the (*Name der Schule in Deutschland*) in (*Ort*) wants to set up twinning arrangements with a secondary school in your area. This proposal has now been approved by the school council, a body made up of teachers', parents' and pupils' representatives, and I have been asked to deal with the matter.

The (*Name der Schule in Deutschland*) is a (*Schulform*). At present we have a roll of (*Zahl*) pupils and a staff of (*Zahl*). English is the first foreign language, being taught to all pupils as a compulsory subject from (*Klasse*) onwards.

We are hoping to twin mainly in (*Klasse*), i. e. (*Alter der Schüler/innen*) with (*Zahl*) years of English.

(*Ort*) is a (*Kurzbeschreibung des Schulortes*) with a population of (*Bevölkerungszahl*). It is situated in/near (*Landschaft*, z. B. the Sauerland) with easy access to (*Städte, Gebiete*, z. B. Cologne, the Münsterland usw).

We are (extremely/very) interested in a twinning arrangement not only because of the benefits to language learning, but also because of cultural exchanges as Europe grows closer together.

We would be very grateful for any help you could give us by putting us in touch with suitable schools in your area.

Yours faithfully

2. Anfrage an eine spezifische Schule zur Einrichtung einer Partnerschaft

For the attention of the head of modern languages

Dear Colleague

We are (very) keen to set up twinning arrangements with a British secondary school and I have received your name and address from the Local Education Authority in *(Ort)/(Quelle)* as a possible partner.

The *(Name der Schule in Deutschland)* is a *(Schulform)*. At present we have a roll of *(Zahl)* pupils and a staff of *(Zahl)*. English is the first foreign language, being taught to all pupils as a compulsory subject from *(Klasse)* onwards.

We wish to twin mainly in *(Klasse)* – i. e. *(Alter der Schüler/innen)* in their *(Ordinalzahl)* year of English – although we are aware that in practice we may have to take a few pupils from other years to make up numbers.

(Ort) is a *(Kurzbeschreibung des Schulortes)* with a population of *(Bevölkerungszahl)*. It is situated in/near *(Landschaft, z. B. the Sauerland)* with easy access to *(Städte, Gebiete, z. B. Cologne, the Münsterland usw.)*.

We (very much) hope that you find our suggestion of interest and we look forward to hearing from you in due course.

Yours faithfully

3a. Positive Antwort auf eine Anfrage zur Einrichtung einer Partnerschaft

Thank you very much for your letter of *(Datum)* which I have been asked to reply to in my capacity as this year's chairperson of the English department here.

Your enquiry about the possibility of setting up twinning arrangements between our two schools was discussed at a recent English teachers' meeting and I am delighted to tell you that the proposal was welcomed by a large majority.

Before we can proceed, however, we must get formal approval from the school council, a body made up of teachers', parents' and pupils' representatives, which next meets on *(Datum)*.

Although the council has the final say in such matters, I am confident that it will follow the English department's recommendation to go ahead with a twinning arrangement.

As soon as I know more I will get in touch with you again with a view to discussing the details.

With best regards

Yours sincerely

3b. Negative Antwort auf eine Anfrage zur Einrichtung einer Partnerschaft

Thank you for your letter of (*Datum*) which I have been asked to reply to as the person responsible for school exchanges.

I am sorry to have to tell you that the (*Name der Schule in Deutschland*) already has a (lively/successful) twinning arrangement with a school in (*Ort in Großbritannien*) which fully satisfies our requirements.

Thank you for your interest and I am sorry that I cannot be more helpful. We wish you the very best of luck with this project and hope that you are successful in finding a suitable partner before too long.

With best regards

Yours sincerely

4. Bestätigung der Einrichtung einer Partnerschaft

Referring to my letter of (*Datum*) I am very pleased to tell you that the school council has now approved of our setting up twinning arrangements with your school.

As a first step perhaps you could let us have as much information as possible about your school and area, in particular:

- dates of possible exchange(s) in the coming school year
- age of pupils and years of German
- size and composition of group.

As soon as we have received your reply we will do all we can to fit in with your requirements.

With best regards

Yours sincerely

5. Anfrage zur möglichen Zusammensetzung einer Austauschgruppe

We have now organised the group taking part in our trip to *(Ort)* at *(Jahreszeit)* in *(Monat)* and I enclose a list of participants.

As you can see, the group is made up of *(Zahl)* boys and *(Zahl)* girls accompanied by two teachers. All the participants are in *(Klasse)*, ie about *(Zahl)* years of age, except where otherwise marked.

Please note that *(Zahl)* participants – *(Namen der betroffenen Teilnehmer/innen)* – are Muslim. I don't know whether you will be able to take this into account when making up pairs?

I hope this sounds satisfactory to you and that you will be able to find suitable partners for our group.

With best wishes and looking forward to hearing from you soon.

Yours sincerely

6a. Positive Antwort auf eine Anfrage zur Zusammensetzung einer Gruppe

Thank you very much for your letter of *(Datum)* with the list of pupils who would like to take part in your visit to us at *(Jahreszeit)* in *(Monat)*.

I expect you will be relieved to hear that we have been able to find a suitable partner for all your pupils.

Please drop us a line about your detailed travel arrangements as soon as possible so that we can arrange for the pupils to be picked up by their host families.

All the best and we are already looking forward to your visit.

Yours sincerely

6b. Negative Antwort auf eine Anfrage zur Zusammensetzung einer Gruppe

Thank you for your letter of *(Datum)* with the list of pupils who would like to take part in your visit to us at *(Jahreszeit)* in *(Monat)* but unfortunately I have got some bad news.

We have been unable to find a sufficient number of partners of the right age and/or sex who would like to take part in the exchange this year. I'm afraid this means that you will either have to reduce the size of your group to *(Zahl)* – ideally *(Zahl)* boys and *(Zahl)* girls – or we will have to pair

some of your pupils with people who are (substantially) younger/older than they are or perhaps even of a different sex.

On the whole, our experience is that things go much more smoothly if pairs are balanced by age and sex, so perhaps you might think in terms of reducing numbers. I enclose a detailed list of our own participants, which could help you to thin out your list if you think this would be the best solution. Perhaps you could let me know what you would like to do about this problem as soon as you can.

I am sorry about this hiccup but I am sure that we will be able to fix something up.

With best wishes, as ever

Yours sincerely

7. Anfrage zum Zeitpunkt eines Austauschbesuches im Gastland

I hope you had a pleasant holiday and that you have had a smooth start to the new school year. I am writing to you about the exact dates of our trip to (*Ort*) at (*Jahreszeit*) in (*Monat*) next year.

As you may know, we have to fix the dates of all school trips at the beginning of the school year. This is to make sure that they are in line with ministry regulations and that they can be approved by the school management and by the school council in good time. The council meets at the beginning/end of (*Monat*)/in the middle of (*Monat*) and if we miss this date we could have problems getting our trip approved.

For this reason it is important that we firm up our dates as soon as possible/without too much delay.

The Autumn/Easter holidays in (*Jahr*) are from (*Datum*) to (*Datum*) and then we also have a short/shorter break at Whitsun, i. e. (*Datum*) to (*Datum*). Bearing these dates in mind, our "best case model" would be either the week (*Datum*) to (*Datum*) or (*Datum*) to (*Datum*). If you cannot manage these – for us – ideal dates, then the week (*Datum*) to (*Datum*) would be our second choice.

Do you think you could discuss these suggestions with your colleagues and let me know your thoughts?

With (the very) best wishes and looking forward to hearing from you.

Yours sincerely

8a. Positive Antwort auf eine Anfrage zum Zeitpunkt

Thank you (very much) for your letter of (*Datum*) in which you give us your dates for your trip to (*Ort*) next year.

I have now discussed these with the school management and the colleagues involved and I expect you'll be glad to hear that we can fit in with either of your preferred dates you give. How about the week (*Tag*) the (*Ordinalzahl*) of (*Monat*) to (*Tag*) the (*Ordinalzahl*)?

If we do not hear from you within the next couple of weeks or so, we will assume that these dates are okay.

With (the very) best wishes

Yours sincerely

8b. Negative Antwort auf eine Anfrage zum Zeitpunkt

Thank you for letting us have your preferred dates for your trip to (*Ort*) next year. I am very sorry and disappointed to have to tell you that we can fit in with none of the dates you suggest. The reason is that they clash either with the Easter/Whitsun/... holidays or with final examinations.

As alternatives we would suggest either the week (*Datum*) to (*Datum*) or (*Datum*) to (*Datum*). Would these dates suit you as well?

Perhaps you could let me know your decision as soon as possible as the date of the school council meeting is getting near.

With best wishes

Yours sincerely

9. Begleitbrief mit Programm für einen Besuch in Deutschland

We have worked out the programme for your visit and I enclose a copy of it with this letter. I think we have found a good balance between time in school, time with host families and outings, but if you have (any) further suggestions we can, of course, always make changes.

With best wishes, and looking forward to seeing you again/to meeting you in (*Monat*).

Yours sincerely

10. Mitteilung über Reisevorkehrungen und Ankunftszeit

We have completed our travel arrangements so that I can now give you a more or less accurate time of arrival in *(Ort)*.

We are leaving *(Ort)* by coach at *(Uhrzeit)* on *(Datum)* for the Channel Tunnel/to catch the ferry from *(Hafen)* to *(Hafen in Großbritannien)*. We arrive in Britain/land at *(Uhrzeit)* and providing there are no bad hold-ups we should arrive at your school at about *(Uhrzeit)*. If there are any hitches, I'll phone you.

All the best, and looking forward to seeing you (again)/meeting you very soon.

Yours sincerely

11. Mitteilung über die Unterbringung einer Gruppe in Deutschland

We have now completed the accommodation arrangements for your group and I enclose the list giving details of names and addresses/telephone numbers with this letter.

Perhaps you could pass these on to your pupils as soon as possible so that partners can write to each other if they wish.

(Name eines/r begleitenden Lehrer/in) and yourself are very welcome indeed to stay with us/with *(Name)*. The address (and telephone number) is *(Anschrift des/der Gastgebers/in)*.

All the best, and looking forward to seeing you (again)/meeting you very soon.

Yours sincerely

12. Dankschreiben nach der Rückkehr aus dem Gastland

This is just a line to thank you, your colleagues and, of course, the host families for a very pleasant and profitable stay in *(Ort)*. We all enjoyed ourselves immensely and only hope that we can return your hospitality in the same way when you visit us at *(Jahreszeit)* in *(Monat)* next year.

All the best, and thanks again for a great time.

Yours sincerely

13. Brief zur Aufhebung einer Partnerschaft

I find this letter hard to write because it is with (very) personal/real/sincere regret that I have to tell you that we intend to terminate our twinning arrangement after the coming trip/in the new school year.

The decision was anything but easy and has nothing whatsoever to do with the way things have gone in the past. On the contrary, we have always profited a lot from our partnership.

We are, however, experiencing increasing difficulty in finding enough participants (of sufficient quality) to justify the cost (and, of course, the work and disruption to school routine). (We have often talked about this and I know that the same applies to you.) A major cause of this is the current economic situation, which is making it harder to find families with the means to take part in exchanges.

As disappointing as this is, we would all like to thank you again most sincerely for all the good times that we have had. We will remember these with (great) pleasure for a long time to come.

All the best for the future and I do hope that we will not lose sight of each other completely.

Yours sincerely

Musterreden

Gerade im Zusammenhang mit Schulpartnerschaften kommt es oft vor, daß Sie eine kurze Rede halten müssen. Bei diesen Reden handelt es sich fast immer um eine Begrüßung bzw. Verabschiedung.

Für deutsche Ohren könnten einige der folgenden Texten stellenweise etwas "blumig" klingen. Die Anwendung von bunten Adjektiven wie *wonderful*, *enjoyable* und *pleasant* – häufig in Verbindung mit verstärkenden Adverbien wie *immensely*, *really* und *very much* – führt dazu, daß deutschen Zuhörern die Reden fast lächerlich übertrieben erscheinen. Trotzdem ist dieser blumige Stil durchaus bei solchen Anlässen üblich. Wählt man eine nüchternere Sprache, läuft man leicht Gefahr, etwas unterkühlt oder gar unfreundlich zu wirken.

1. Kurze Begrüßung einer Gruppe in Deutschland

Well, I would just like to welcome you all to (Ort) on behalf of the pupils, teachers and, of course, the parents of the (Name der Schule).

We (very much) hope that you will get a lot/a great deal out of your stay here and that you will be able to look back on it with happy memories.

2. Verabschiedung einer Gruppe nach einem Besuch in Deutschland

Well, leave-taking/saying goodbye is always hard so I'll keep it short. I'm sure I'm speaking for everybody when I say that we enjoyed having you with us and I hope the same applies to you. I know that we all got a lot/a great deal out of your visit, and not just from the point of view of practising a foreign language. Just as – if not more – important is getting to know people and their habits and customs.

Anyhow, all your (new) friends here in Germany would like to join me in wishing you a safe journey home and all the very best for the future. See you again next year!

3. Verabschiedung einer Gruppe nach einem Besuch im Gastland

Well, I'm afraid the time has come to take leave of you all after a very pleasant week/six/... days here in (Ort).

Everybody from Germany/(Ort)/in our party would like to join me in thanking you – and particularly your parents and families – for a (really) wonderful time. We all enjoyed ourselves immensely/very much and appreciate your hospitality more than I can (easily) say.

We are already looking forward to your visit to us in (Ort) next year and I know that we will do our (very) best to repay you for all your kindness and trouble.

So this is goodbye, not farewell. Thanks again, and look after yourselves until we meet again in (Ort) next year.

4. Antwort auf eine Begrüßungsrede im Gastland

Well, thanks you so much for those kind words of welcome and it only remains for me to say how much we have been looking forward to this day. I am sure that we will all get a lot out of our visit to (Ort) and that we will take home many happy memories with us.

In case I do not have another chance, I would just like to take this opportunity of saying a very big "thank you" to your parents and families for taking us into their homes and for putting themselves to so much trouble to make us welcome. Without this kind of help and hospitality trips like this would not be possible.

Thanks again, and here's hoping for a great time.

5. Antwort auf eine Verabschiedungsrede im Gastland

Well, I would like to thank you for those kind words of farewell on behalf of the whole group.

We have had a wonderful/most enjoyable stay in (*Ort*) and I'm sure that we all got a great deal out of it. I am certain that some friendships will prove lasting and continue a long time into the future.

We would, of course, particularly like to thank the host families for all their wonderful hospitality, generosity and kindness. We are looking forward to being able to return this in full measure when you visit us in (*Ort*) next year.

Thanks again, and look after yourselves until then.

10. Deutschland auf englisch

Die Tatsache, daß die meisten Lehrpläne sich fast ausschließlich mit der Landeskunde der englischsprachigen Welt befassen, mag verständlich sein, konfrontiert uns aber mit einem oft unbequemen Paradox. Schüler und Schülerinnen erwerben Englisch an Hand von meist britischen und amerikanischen Themen, die nur wenig mit ihrer eigenen Umwelt in Deutschland zu tun haben.

Noch verhängnisvoller ist, daß deutsche Jugendliche gezwungen sind, sich zu ausländischen Umständen zu äußern, obwohl in der realen Welt dieser Redeanlaß nur relativ selten vorkommt. Deutsche, die mit englischsprachigen Menschen zu tun haben, reden weniger über das Leben in England oder Amerika als über das Leben zu Hause in Deutschland.

Ein besonders krasses Beispiel stellt gerade das Thema "Schule" dar. Während Schüler Vokabeln wie *school uniform, assembly, public school* und sogar *sponsored walk* kennen, wissen sie nicht, wie sie Begriffe aus dem deutschen Schulleben wie "sitzenbleiben", "Wiederholungsjahr", "Förderkurs", "Halbtagschule" und "Tadel" ausdrücken sollen. Es ist aber fast undenkbar, daß in der Praxis ein deutscher Schüler sich mit dem britischen bzw. amerikanischen Schulsystem auseinandersetzen soll. Viel wahrscheinlicher ist das Muster: *In British/American schools we/they ... How about you in Germany?*

Bei der Erstellung der Themenliste sind wir sehr pragmatisch verfahren. Zunächst haben wir Kollegen und Kolleginnen, Geschäftspartner/innen und Leute aus unserem Bekanntenkreis, die Kontakt zur englischsprachigen Welt pflegen, einfach gefragt, welche Fragen zu Deutschland und den deutschsprachigen Ländern am häufigsten gestellt werden. Wir haben also nicht versucht, die Adressaten – etwa durch einen vorgefertigten Fragebogen oder einen Beispielkatalog – zu beeinflussen oder zu lenken. Tauchte ein Thema von allgemeinem Interesse mehr als einmal auf, dann wurde es in die Liste aufgenommen. Sehr spezifische "personenbezogene" Themen konnten dabei natürlich nicht berücksichtigt werden.

Als Hintergrund haben wir uns auch englischsprachige Zeitungen und Zeitschriften wie *USA Today, Time, Newsweek, the European, The Economist*, *the Financial Times* und *the Independent* angesehen, um festzustellen, ob und inwiefern typische Themen oder Schwerpunkte sich herausge-

bildet haben. (In diesem Zusammenhang haben wir übrigens *The Economist* ausgesprochen nützlich und kurzweilig gefunden.)

Im allgemeinen befassen sich die Themen natürlich weitgehend mit Unterschieden zwischen der angelsächsischen und der deutschen Welt.

* Nur *The Times* and *The Economist* haben das Recht, den bestimmten Artikel groß bzw. kursiv zu schreiben. Also: *The Times*, aber *the Washington Post*; *The Economist*, aber *the Spectator*. Diese Regel gilt übrigens nicht für nicht-englischsprachige Zeitungen wie *Die Welt*, *Die Zeit* und *Le Monde*.

Deutschsprachige Ortsnamen auf englisch

● Städte

Bern	Berne
Braunschweig	Brunswick
Genf	Geneva
Hameln	Hamlyn
Hannover	Hanover
Köln	Cologne
Konstanz	Constance
Luxembourg	Luxemburg
München	Munich
Nürnberg	Nuremberg
Trier	Treves
Wien	Vienna

● Bundesländer

Bayern	Bavaria
Hessen	Hesse
Mecklenburg-Vorpommern	Mecklenburg
Niedersachsen	Lower Saxony
Nordrhein-Westfalen	North Rhine-Westphalia
Rheinland-Pfalz	Rhine-Palatinate
Sachsen	Saxony
Sachsen-Anhalt	Saxony-Anhalt
Thüringen	Thuringia

● Landschaften, Regionen

Bayerischer Wald	Bavarian Forest
Friesische Inseln	Friesian Islands
Helgoland	Heligoland
Lüneburger Heide	Luneburg Heath

Mecklenburgische Seeplatte
Mittelgebirge
Norddeutsche Ebene
Schwarzwald
Tirol

Mecklenburg Lake District
Central German Uplands
North German Plain
Black Forest
Tyrol

● Flüsse, Seen

Bodensee
Donau
Ostsee
Rhein

Lake Constance
Danube
Baltic Sea
Rhine

Hinweis: Beachten Sie bitte, daß der Zweck der Dialoge die kontextuelle Präsentation der entsprechenden themenbedingten Wortfelder ist. Der Inhalt – insbesondere die von den Beteiligten geäußerten Meinungen – ist zweitrangig und vertritt nicht notwendigerweise die Position der Autoren bzw. des Verlags.

1. Aktuelle Angelegenheiten – current concerns

Ausländerfeindlichkeit

- A: We've been hearing quite a lot lately* about the German dislike of foreigners* – you know, attacks on refugees* and so on. Is this a problem?
- B: Well, it's worrying*, of course, but I'm afraid that the media tend to blow these things up out of all proportion*.
- A: Yes, but there have been some pretty awful incidents, haven't there? Not just harassment* and insults – fire-bombings, for example.
- B: True, but these seems to have been carried out by people who are completely outside the mainstream* of German society. And public opinion has forced the police and courts to come down hard on them*.
- A: So all in all there's no general xenophobia* in Germany?
- B: No. That would be a gross exaggeration*. I don't want to minimise the problem*, but in fact Germany compares well with other EU countries, including France and Britain. And don't forget Germany has taken many more refugees than other European countries. Another thing that worries the public is that a minority of refugees is politically active here – the PKK, for example.

- A: Yes, I know. But people who break the law or disturb the peace* can be expelled*, can't they?
- B: Theoretically, yes, but it's an awfully wearisome* process. In practice, the courts seldom bother*. The same goes for a lot of so-called economic refugees*. Once they're here it's very difficult to forcibly expel them.
- A: But tell me – where do these lurid* reports that we get in Britain come from? I mean, you know what they say: No smoke without fire* and the like.
- B: Well, quite frankly I get the impression that some sections of the British tabloid press* – and, by the way, some populist politicians, too – seem to love pointing the finger at Germany*. I suppose this has got something to do with the war, but it's probably got more to do with what Chancellor Kohl once called "economic envy".
- A: You could have a point there*. They don't like to admit it*, but the British have got a real inferiority complex about Germany.

dislike of foreigners Ausländerfeindlichkeit; *refugee* Flüchtling; *lately* in der letzten Zeit; *worrying* besorgniserregend; *(to) blow s.th. up out of all proportion* maßlos aufbauschen jenseits aller Vernunft; *harassment* Schikanierung; *outside the mainstream* außerhalb der Hauptrichtung der Mehrheit; *(to) come down hard on s.b.* jmdn. hart rankriegen; *xenophobia* Ausländerhaß; *gross exaggeration* krasse Übertreibung; *(to) minimise a Problem* ein Problem verharmlosen; *(to) disturb the peace* Ruhe stören; *(to) expel* ausweisen; *wearisome* ermüdend; *(to) not bother sich nicht kümmern*; *economic refugee* Wirtschaftsflüchtling; *lurid* gräßlich; *no smoke without fire* kein Rauch ohne Feuer; *tabloid press* Boulevardpresse; *(to) point the finger at s.b.* mit dem Finger auf jmdn. zeigen; *economic envy* Wirtschaftsneid; *you have a point there* da hast Du recht; *(to) not like to admit s.th.* etwas nicht gerne zugeben; *inferiority complex* Minderwertigkeitskomplex.

Neonazismus

- A: Do you think we're going to see a revival of nazism* in Germany?
- B: No, I don't. I think we've got to be watchful but the extreme right is a tiny minority* of loonies*. In practice the neonazis seem to be small groups of unemployable young men on the rampage*.
- A: What, they're just blowing off steam*, are they? Isn't that what they said about Hitler, too? Are you sure you're not just playing the problem down*? I read somewhere that these youths are organised and led by extremist parties in the West.
- B: Well, that's still disputed* but even if it is the case these parties have virtually* no support among the general public and are in any case illegal. They may be taking advantage of* high unemployment, particularly among poorly qualified young men, but they have hardly any political following* at all. They're the German equivalent of British

football hooligans. My view is that as the economic situation in the eastern part of Germany improves, the problem will simply disappear.

A: Well, I hope you're right, but from where I'm standing* it does sometimes look as if history is repeating itself. No one took the Nazis seriously at first and when they did, it was already too late.

B: There's no possibility of that happening again. German democracy is much more stable now – and much more ready to defend itself.

revival of nazism Wiederbelebung des Nazismus; *tiny minority* winzige Minderheit; *loony* Verrückte(r); *(to) be on the rampage* randalieren; *(to) blow off steam* Dampf ablassen; *(to) play a problem down* ein Problem verharmlosen; *(to) be disputed* umstritten sein; *virtually fast*; *(to) take advantage of s.th.* etwas ausnutzen; *political following* politische Anhängerschaft; *from where I'm standing ...* aus meiner Sicht.

Panikmacherei

A: According to an item* in *The Economist* recently, Germans are prone* to panic-mongering* and looking on the black side*. The writer said this hang-up* tended to lead to knee-jerk reactions*. If you don't mind my saying so*, he seemed to think it was all, well, a bit ridiculous.

B: Yes, there is certainly a tradition of what you could call "sceptical pessimism", at any rate in more intellectual circles. I think that in some ways this is a good thing. At least in part, it has got a historical explanation. Don't forget that Germans have been pretty badly served* by the political, business and even religious establishment. This has created a crisis of confidence – a credibility gap* if you like – in some quarters*, among students and the political left, for example.

A: Yes, but look at the doomsday reaction* to things like the Exxon Valdez disaster and the burning oil-wells in Kuwait. This turned out to be absolute nonsense. Aren't you running the risk of crying wolf too often*?

B: Well, I'm glad you mentioned the environment because that is where this pessimism expresses itself most clearly. In other areas Germans think more positively. I certainly wouldn't call it panic-mongering, though. We think that other countries – Britain among them, I'm afraid – are far too complacent* and self-satisfied when it comes to the environment. Look at mad cow disease*, for example. As things have turned out, it's a pity there wasn't more panic-mongering in Britain, isn't it?

item Beitrag; *(to) be prone to do s.th.* dazu neigen zu tun; *panic-mongering* Panikmacherei; *(to) look on the black side* Schwarzmalerei betreiben; *hang-up* Macke; *knee-jerk reaction* automatische, unausgereifte Reaktion; *if you don't mind my saying so, ...* wenn ich mich so ausdrücken darf, ...; *pretty badly served* ziemlich schlecht bedient/behandelt; *credibility gap* Mangel an Glaubwürdigkeit; *in some quarters* in gewissen Kreisen; *doomsday reaction* Weltuntergangsstimmung; *(to) cry wolf too often* zu oft Zetermordio schreien; *complacent* selbstgefällig; *mad cow disease* Rinderwahnsinn.

Umweltbewußtsein

- A: As far as I can see, German people are much more environmentally* aware than people are in other EU countries, Britain, France and Italy, for example.
- B: Yes, I think you're probably right there. I believe that environmental legislation* – laws controlling toxic emissions* and waste disposal*, for example – are much stricter and more rigidly enforced* than in other countries.
- A: Yes, but British opinion would probably say that this kind of perfectionism is completely impracticable in an increasingly competitive and global economy. You're just making unnecessary difficulties for yourselves, aren't you?
- B: Yes, I'm sure that many German business people would agree with you. We're certainly seeing some loss of jobs because firms are simply leaving and setting up shop elsewhere*.
- A: Well, there you are then. You're forcing firms out. Won't external investment lead* to even greater job losses in the future?
- B: Yes, but that is a very short-term view*. Loss of internal investment* is caused mainly by other factors – pay levels and an over-regulated labour market, for example. In fact, Germany now leads the world in environmental technology and this has led to more jobs rather than less. And if we destroy the environment, life won't be worth living* anyhow. What is needed is properly policed* and enforced international legislation* to preserve the natural environment for coming generations.

environmentally aware umweltbewußt; *environmental legislation* Umweltgesetze; *toxic emission* giftige Emission, Ausstoß; *waste disposal* Abfallentsorgung; *(to) be rigidly enforced* streng durchgesetzt werden; *(to) set up shop elsewhere* sich irgendwoanders niederlassen; *external investment* Investition außerhalb des Landes; *short-term view* kurzfristige Denkweise; *internal investment* Investition innerhalb des Landes; *(to) not be worth doing s.th.* sich nicht lohnen, etwas zu tun; *properly policed* richtig überwacht; *(to) enforce legislation* Gesetze durchsetzen.

2. Alltagsleben – everyday life

Anrede

● Vorname

Generell werden Vornamen – weniger allerdings Spitznamen – im englischsprachigen Raum viel schneller und ungezwungener als im deutschsprachigen benutzt. Die Verwendung des Vornamens entspricht aber auf keinen Fall der deutschen "Du-Form" und drückt auch keine engere persönliche Beziehung aus.

Die Gewohnheit, den Vornamen sofort und von Anfang an zu verwenden, stammt aus den USA. Die Fülle an kaum auszusprechenden slawischen und asiatischen Familiennamen führte dazu, daß der meistens viel einfachere Vorname verwendet wurde.

In den Südstaaten hatten die Sklaven ohnehin keinen Nachnamen. Nach der Befreiung übernahmen sie einfach den Familiennamen ihres letzten Besitzers. Dies führte natürlich dazu, daß es auf kleinstem Raum viele Menschen mit demselben Nachnamen gab.

● Frauen – Männer

	Aussprache		Familienstand/Bedeutung
Frauen	Miss	[wie <i>kiss</i>]	ledig
	Mrs	[wie <i>kisses</i>]	verheiratet, verwitwet oder geschieden
	Ms	[wie <i>fizz</i>]	Familienstand nicht zu erkennen
Männer	Mr	[wie <i>sister</i>]	Familienstand nicht zu erkennen

● Mrs

Die Anrede *Mrs* wird ausschließlich für verheiratete, geschiedene oder verwitwete Frauen benutzt. Anders als im deutschsprachigen Raum ist es also nicht möglich, *Mrs* für erwachsene, aber ledige, Frauen zu verwenden. In formellen Situationen wird der Titel *Mrs* manchmal mit dem Vornamen des Ehemannes – als *Mrs Richard Snow*, *Mrs Nicholas Cobb* usw. – immer noch benutzt, obwohl viele Frauen diese Anrede unangenehm finden.

● Ms

Die Anrede *Ms* stammt aus den USA, als ein Nebeneffekt der Frauenbewegung. Viele Frauen wollten eine neutrale Anredeform, die – wie die männliche Anrede *Mr* – nicht auf ihrem Familienstand basiert. Heutzutage wird *Ms* zunehmend beliebter.

● Mr

Für erwachsene Männer wird *Mr* – unabhängig vom Familienstand – benutzt. Es ist jedoch nicht üblich, den eigenen Namen mit Anrede zu nennen, etwa *Good afternoon. I'm Mr Nicholas Cobb*. In solchen Fällen werden Vor- und Nachname verwendet, also *Good afternoon. I'm Nicholas Cobb*. (Dies gilt übrigens auch bei den Anreden *Mrs*, *Miss* und *Ms*.) Die alte Form *Master* für Jungen und Jugendliche unter 18 wird nicht mehr benutzt.

Ausschankzeiten

- A: German licensing hours* are much more relaxed* than the British ones are. It's great to be able to get a drink after going to the cinema or theatre, for example. I sometimes get the idea that there are no licensing hours here/there at all.
- B: Well, there are – at any rate in theory. Licensing hours are a matter for the local authority* in Germany, so it depends where you live.
- A: What, so there are no national licensing hours at all?
- B: No, there aren't – or I don't think there are except at motorway service centres, which come under federal jurisdiction*. I don't think they are allowed to serve alcohol between 10 p.m. and 7 a.m..
- A: So in some places the pubs can open whenever they want?
- B: That's right. Berlin, for example.
- A: What about where you live?
- B: Well, theoretically the pubs are meant to close by 1 a.m., but as long as there is no noise disturbance* the police don't seem to care* much one way or the other*.
- A: And what about the protection of minors*? That's more relaxed in Germany, too, isn't it?
- B: Well, I think the law is more or less the same as in Britain, isn't it? Minors can't buy alcohol until they're 18. But of course the law is only as good as the people who enforce* it. I've seen teenagers and even children of 11 or 12 buying alcohol, at least at kiosks and so on. It shouldn't happen, but it does.
- A: Yes, I'm afraid that's the case in Britain, too.

licensing hours Ausschankzeiten; *relaxed* locker; *a matter for the local authority* eine Sache der Gemeinde; *motorway service centre* Autobahnraststätte; *federal jurisdiction* Bundesrecht; *noise disturbance* Ruhestörung; *not seem to care* jmdm. scheinbar nichts ausmachen; *one way or the other* so oder so; *protection of minors* Schutz von Minderjährigen; *(to) enforce the law* das Gesetz durchsetzen.

Deutsche Häuser

- A: German houses are so roomy* compared with most British houses. They're almost luxurious. And full of every imaginable gadget* and mod con*.
- B: Yes, but there's a downside*, I'm afraid. Houses have become so expensive that most people can't afford them. A lot of people who are owner-occupiers* in Britain, France and Holland couldn't possibly afford to buy a property here. Well, a flat, maybe, but certainly not a house.
- A: What do they cost then?

- B:** Well, it varies from region to region, but in urban areas you'll have to pay well over half a million marks or more for a detached house*. Even a 3-bed terrace* costs over 400 thousand in many places and a semi-detached* house even more.
- A:** Good heavens – that nearly £200 thousand! You can get a palace for that in Britain. But why is property* so expensive in Germany? I mean Germany's not so densely populated* as Britain and Holland.
- B:** Oh, I wouldn't say that. Most people live in big conurbations like the Ruhrgebiet or the Rhine-Main area.
- A:** Yes, but what has driven prices up* so high – or is it just caused by the, well, rather extravagant architecture?
- B:** Well, that's certainly one cause. A lot of buyers want cellars, for example. Most Germans see building or renovating a house as a "work of a lifetime". They want the best of everything, because they will live there for the rest of their lives. Houses aren't bought and sold like consumer goods* as they are in Britain and America.
- A:** Oh yes, I can see what you mean.
- B:** And we mustn't forget the shortage of building land, particularly in urban areas, and incredibly bureaucratic and complicated building regulations*. These tend to push up prices as well.

roomy geräumig; *gadget* Hilfsgerät; *mod con* moderner Komfort; *(to) have a downside* einen Nachteil haben; *owner-occupier* Eigentümer einer Wohnung, der dort selbst wohnt; *detached house* freistehendes Haus; *terrace* Reihenhäuser; *semi-detached house* Doppelhaushälfte; *property* Eigentum; *densely populated* dicht besiedelt; *conurbations* Ballungsgebiet; *(to) drive prices up* die Preise hochtreiben; *consumer goods* Verbrauchsgüter; *building regulations* Bauvorschriften.

Feiertage

- A:** In Britain we sometimes hear about Germany's public holidays*. You have more than most other countries, don't you?
- B:** Well – as so often in Germany – it depends to some extent on where you live. Some states have religious feast days* in addition to the normal public holidays. For example, Bavaria has 13 days off while Berlin has just nine.
- A:** What are the main German public holidays then? Are they secular like in Britain?
- B:** Well, New Year's Day, Labour Day* in May, German Unity Day in October and Boxing Day are completely secular, but Easter Monday, Whit Monday, Ascension Day* and, of course, Christmas Day are more or less religious, at least in origin*.
- A:** And what about all these other holidays – you know, the religious feast days?

- B:** In Catholic areas, or areas with big Catholic communities, they celebrate three feast days, Corpus Christi*, the Assumption of the Virgin Mary* and All Saints' Day. In Bavaria they also have a holiday on the sixth of January, Three Wise Men Day*. Protestant areas in North Germany don't celebrate these feast days, of course, but they have two of their own, Reformation Day and Repentance Day* – but don't forget that there are some differences between the states.
- A:** Well, lucky you! You certainly get more days off than we do.
- B:** Yes, but it depends on the calendar. In Germany, if one of these public holidays* happens to fall on a Saturday or Sunday, it's just too bad. We don't get the next following Monday off in lieu* like you do in Britain and the USA. It's just tough luck.
- A:** Oh, that doesn't sound so good.

public holiday öffentlicher Feiertag; *religious feast day* religiöser Festtag; *Labour Day* Maifeiertag; *Ascension Day* Christi Himmelfahrt; *in origin* ursprünglich; *Corpus Christi* Fronleichnam; *Assumption of the Virgin Mary* Maria Himmelfahrt; *Three Wise Men Day* Heilige Drei Könige; *Repentance Day* Buß- und Bettag; *(to) happen to do sth.* etwas zufällig tun; *in lieu* statt.

Gastarbeiter

- A:** Is it true that public opinion in Germany is turning against the migrant workers* – the Turks, for example?
- B:** Well, it's certainly true that Turkish families have become the target of neonazi loonies* in the last couple of years, but we shouldn't dramatise this too much. I don't want to play such incidents down*, but they are exceptional. Public opinion polls suggest* that there is no general prejudice against migrant workers. In fact, the huge majority of people accept that migrant workers have contributed a lot to German prosperity and that the economy could not function without them.
- A:** What, even in times of very high unemployment?
- B:** It's not that simple. The fact is that the migrant workers have become indispensable*. They're doing essential jobs that German workers either can't or won't do. Some of them have set up businesses* here and are even employing Germans themselves.
- A:** Yes, but they haven't been integrated into German society, either, have they? I mean they don't play any real part in national life, do they? Beyond work, of course.
- B:** Yes, there's a lot of truth in that. In fact German workers seem to get on fine with their Turkish colleagues at work, but have virtually* nothing to do with them outside.

- A:** Yes, but isn't that partly caused by religious and cultural differences? I mean, look at the Muslim and Hindu minorities in Britain. They want to preserve their own cultural identity*.
- B:** You've certainly got a point* there, but one big stumbling-block* in Germany is our antiquated nationality laws. These are based on origin* rather than on where you were born. Even the children and grandchildren of Turkish families who were born in Germany and have always lived here have no right to German nationality. Obviously this tends to segregate.
- A:** Yes, I quite see that.

migrant worker Gastarbeiter; *loony* Verrückte; *(to) play s.th. down* etwas verharmlosen; *(to) suggest* andeuten; *indispensable* unentbehrlich; *(to) set up a business* ein Geschäft gründen; *virtually* fast; *(to) preserve one's own cultural identity* die eigene kulturelle Identität bewahren; *(to) have got a point* recht haben; *stumbling-block* Stolperstein; *origin* Herkunft.

Karneval

- A:** The German carnival is absolutely fantastic. We've got nothing like it in Britain – except perhaps the Notting Hill carnival in London. That's quite fun.
- B:** I'm afraid I'm no great fan of the carnival.
- A:** But why not? We saw it in Tübingen last year. The masks and costumes were just unbelievable. Fabulous.
- B:** Ah, now that's something different. The carnival you saw – what we call the Alemannic carnival – is the only one that has managed to preserve at least some of the old traditions. I'm afraid the others – like in Cologne and Düsseldorf, for example – have just become an excuse for getting blind drunk* as far as I can see.
- A:** Really? Aren't there any parades or floats* or anything like that?
- B:** Oh well, perhaps I'm being a little unfair. There are carnival associations* who put a lot of work into building floats, but it's all become pretty commercialised and organised. There's not much real fun about it, I'm afraid.
- A:** So you never celebrate carnival yourself?
- B:** No way. As a matter of fact we always take a short break in Holland or North Germany over the carnival week. Actually catering for "carnival refugees"* has become quite big business* up there.

(to) get blind drunk sich betrinken; *float* Festwagen; *carnival association* Karnevalsgesellschaft; *carnival refugee* Karnevalsflüchtling; *(to) become big business* zu einem lohnenden Geschäft werden.

Ladenschlußzeiten

- A: How on earth do you manage with these restricted* shopping hours*? Do working wives and mothers do all their shopping on Saturday mornings and in the lunch hour, or what? It must be awful for them. Whatever happened to women's rights, for heaven's sake?
- B: Well, it's not quite that bad because the shops stay open until 6.30 p.m. on weekdays and many of the bigger ones are open until 8 p.m. or even longer on Thursdays. But on the whole you're right. A lot of people want to reform the shopping hours in line with* the rest of the EU.
- A: Do they want to completely deregulate like in Britain and France?
- B: Oh, I don't think they'll go that far. This is Germany, remember. There's no such thing as total deregulation. It's just not our way of doing things. The most likely compromise is to allow shops to stay open until, say, eight on weekday evenings and until four on Saturday afternoons.
- A: Good heavens, this all sounds so complicated. What's the point?
- B: Well, actually I don't think some regulation is a bad thing. The present law was brought in to protect small shopkeepers from unfair competition* from huge chain stores with hundreds of employees. And quite frankly, when I see what has happened to the centres of many British and French towns, I'm glad that small businesses have survived here.
- A: I'm sorry. I don't get the point.
- B: Well, take Paris, for example. Now they're trying to attract small specialised retail businesses* back into the centre. At the moment there are dozens of art galleries, fitness studios, restaurants and high fashion, but very few food shops, hardware stores*, stationer's and so on. What are older people going to do? And what about people who haven't got a car? And we can't use all the residential building land* on the outskirts* of towns for these awful hypermarkets and shopping malls* with their acres of car parks, can we?
- A: Yes, you've got a point* there. That's a problem in Britain, too, whatever the free marketers* may say. The inner cities are becoming a desert.
- B: And anyhow in our case the shopworkers' union* and the retailers' associations* are against total deregulation or even too radical liberalisation*. The whole thing has become a political issue*.

restricted beschränkt; *shopping hours* Geschäftszeit; *(to) be in line with* sich in Einklang befinden mit; *unfair competition* unlauterer Wettbewerb; *specialised retail business* Fachgeschäft; *hardware store* Eisenwarengeschäft; *residential building land* Bauland für Wohnungen; *outskirts* Stadtrand; *shopping mall* Einkaufspassage; *(to) have got a point* recht haben; *free marketer* überzeugter Befürworter der freien Marktwirtschaft; *shopworkers' union* Gewerkschaft der Einzelhandelskaufleute; *retailers' association* Fachverband der Einzelhändler(innen); *liberalisation* Lockerung; *political issue* Politikum.

Deutsche Regionalküche

- A: German cookery seems much more varied* than British cookery – if there is such a thing any more.
- B: I've noticed that, too. Your food's very, well, "American", isn't it?
- A: Yes. I don't know what we'd do without the Indian and Chinese restaurants.
- B: Yes. They're great, aren't they? I suppose our cookery is partly a result of German regionalism. This has helped to preserve a traditional folk culture in many parts of the country, particularly in rural areas.
- A: Have you got any of these regional recipes? I'd love to try some out at home.
- B: Sure. Dozens of them in fact. What about *Ostfriesischer Buuskohl*, for example? I suppose you'd call it something like "Friesian white cabbage stew"* in English. A funny name, I know, but it's cheap, tasty and very nourishing*, especially on cold winter days.
- A: It sounds great. How do you make it?
- B: Well, you need a big white cabbage – about a kilo or perhaps a little less should do –, four medium-sized onions, a good pound of smoked back bacon* and about as many potatoes as you have cabbage. Oh, and you'll need some pork dripping*, too – two or three good dessertspoonfuls* will be enough. They're the main ingredients*.
- A: Okay. I've got all that.
- B: Yes, and then there are the spices* and so on, of course. We use about ½ teaspoonful of caraway seed* – very North German, that – and then freshly milled white pepper to taste.
- A: What? No salt?
- B: No. There's plenty of salt in the bacon and dripping. Don't add any more or you'll destroy the taste.
- A: Okay.
- B: Oh, yes, and then you'll need about half a litre of stock* but you can make that from any good Continental stock cube – Knorr or Maggi, for example.
- A: Oh, yes. We can get them in Britain now. Well, how do I go about doing the cooking?
- B: Well, here we go. First the cabbage. After you've removed any damaged or dirty outer leave, cut the cabbage into quarters and cut out the stalk*. Now cut the cabbage into slices about three centimetres wide, pull the leaves apart and then wash them thoroughly under cold running water. When you've done that let the cabbage drain* in a colander*.
- A: Fine. That's how we cook cabbage as a vegetable.
- B: That's right. Anyhow, now peel and slice the onions. After that melt the dripping in a large saucepan and cook the cabbage and the onions

together over a gentle heat for about ten minutes. Stir regularly to stop burning or sticking, of course, and do make sure that you really just simmer*, okay?

A: Okay. I'll underline that.

B: Good. After about ten minutes add the caraway, the stock and the whole piece of smoked bacon ...

A: Hold on. Does that mean that sliced bacon won't do?

B: Heavens no. That's what we call "breakfast bacon". You need a really thick (two or three centimetres, say) of unsliced bacon from the butcher's.

A: Fine. It's good that you said that.

B: Anyhow, now cover the saucepan and simmer gently for about forty-five minutes or so. You can add a bit more stock if necessary, of course, but don't make the stew too thin, will you?

A: No, I'll watch that.

B: Well, we've nearly finished now. While the cabbage is cooking, peel the potatoes and cut them into roughly two centimetre cubes*. Add these to the cabbage after about forty-five minutes and let the stew simmer until the potatoes are cooked through but still firm*. This takes about twenty minutes or so.

A: Fine.

B: Now, keep an eye on the clock because you have to take the bacon out of the pan and cut it into bite-sized* cubes about five minutes before the end. When you've cut up the bacon, return it to the pan and mix in.

A: And what about the pepper?

B: Oh, yes. Add a generous amount of white pepper when you put the bacon back in. That's very North German, too, by the way*.

A: And what about side-dishes*?

B: Normally we eat the stew alone or with a slice of rye bread*. Oh, and don't forget a nice cool lager*, will you?

varied abwechslungsreich; *stew* Eintopf; *nourishing* nahrhaft; *smoked back bacon* geräucherter Schinkenspeck; *pork dripping* Schweineschmalz; *dessertspoon* Eßlöffel; *ingredient* Zutat; *spice* Gewürz; *caraway seed* Kümmel; *stock* Brühe; *stalk* Strunk; *(to) drain* abgießen; *colander* Durchschlag; *(to) simmer* schmoren; *cube* Würfel; *firm* fest; *bite-size* mundgerecht; *by the way* übrigens; *side-dish* Beilage; *rye bread* Roggenbrot; *lager* Pils.

Weitere Rezepte

Allgäuer Käsespätzle – *cheese noodles from the Allgäu*

What you need:

*350 g plain flour
approx. ¼ l lukewarm water
4 eggs
3 medium-sized onions
2 dessertspoonfuls* butter
22 g Emmental cheese
1 teaspoonful salt
pinch nutmeg*
chives**

What you do:

Sieve* flour into bowl and blend with water, eggs, salt and nutmeg to make a smooth and thickish dough*. Rest for 15 minutes. Peel and chop onions and fry gently in butter until golden. Chop chives as garnish and finely grate cheese.

Spread a thin (ca 3 mm) layer of dough on to a moistened pastry board and cut into thin strips. Push the strips carefully off the board into a large pan of gently boiling lightly salted water. Allow to simmer uncovered until the noodles float to the top. Remove noodles from pan and drain. Place noodles layer by layer in a serving bowl, sprinkling each layer with grated cheese. Garnish top layer generously with cheese, onions and chives.

This dish can be eaten alone or as an accompaniment to meat.

dessertspoonful Eßlöffel; *pinch nutmeg* Prise Muskat; *chives* Schnittlauch; *sieve* sieben; *dough* Teig.

Berner Rösti – *Bern potato cakes*

What you need:

1.5 kg cold potatoes boiled in their skins
2 dessertspoons butter
6 dessertspoons cooking oil
salt to taste
parsley**

What you do:

Slice the peeled potatoes. Heat the butter and oil in a heavy-based non-stick frying pan. Add salt to taste and fry, turning several times. Finally press

down the potatoes firmly and fry further until underside is golden-brown. Turn on to serving dish and garnish with fresh parsley.

This dish can be eaten alone with salads or as an accompaniment to cold meats, steaks, roasts etc.

potatoes boiled in their skin Pellkartoffeln; *parsley* Petersilie.

Hamburger Aalsuppe – Hamburg eel soup

What you need:

- 750 g *fresh eels*
- 100 g *smoked back bacon**
- 2 *onions*
- 3 *carrots*
- 1 *celeriac**
- 2 *leeks*
- $\frac{1}{2}$ *teaspoon each*
 - majoran*
 - sage**
 - tarragon**
 - thyme*
- 1 *stock cube*
- 2 *pears*
- 1 *cup frozen peas*
- 1 *small packet each frozen cut*
 - parsley**
 - dill*
- 2 *dessertspoons plain flour*

What you do:

Wash eels thoroughly in cold running water and remove heads and tails. Rub eels with salt and cut into pieces about 4 cm long.

Dice smoked bacon and onions. Fry fat out* of bacon and then fry onion in fat until golden. Clean and wash remaining vegetables and add sliced carrots/leeks, diced celeriac and dried herbs to the bacon and onion. Simmer gently for about 1 minute before adding 1 l water. Add salt to taste and stock cube and bring to the boil. Peel, core* and quarter pears. Add eel pieces and pears to mixture and simmer gently for about 25 minutes before adding peas, parsley and dill. Add pepper to taste. Thicken with flour and cook for a further 5 minutes.

smocked back bacon geräucherter Schinkenspeck; *celeriac* Knollensellerie; *sage* Salbei; *tarragon* Estragon; *parsley* Petersilie; *to fry out* ausbraten; *core* entkernen.

Kasseler im Blätterteig – smoked loin of pork in puff pastry mantle

What you need:

- 1 kg smoked boneless loin of pork*
- 2 dessertspoons cooking oil*
- 2 standard packets frozen puff pastry*
- 1 egg*

What you do:

Brown bone-side of meat in hot oil for 2–3 minutes and allow to cool.

Roll both packets of thawed pastry into single sheet big enough to wrap entire piece of meat. Put about $\frac{1}{3}$ of pastry on to a baking sheet moistened with water and lay the cooled meat bone-side down on to the pastry. Moisten edges of pastry with water. Cover top, sides and ends of meat with second and larger piece of pastry, joining it to the lower piece by pressing firmly together. Make two holes in top of mantle to allow surplus steam to escape during cooking. (You can decorate the mantle with left-over strips of pastry if you want.)

Brush the exposed parts of mantle with beaten egg to assist even browning. Place in oven at lowest level and cook at 180° C for about 45 minutes or until golden.

Serve hot with vegetables.

Nürnberger Gans mit Semmelfüllung – Nuremberg goose with bread stuffing

What you need:

- 1 fresh or frozen goose (2.5–3 kg)*
- salt*
- salt water*
- 4 bread rolls from day before*
- 12 dessertspoons milk*
- heart/liver from goose*
- 40 g butter*
- 1 smallish onion*
- 1 dessertspoon parsley*
- salt, pepper, nutmeg* to taste*
- 4 eggs*
- 2 dessertspoons single cream*

What you do:

Remove innards from goose and lay to one side for stuffing. Wash goose under cold running water. Dry inside and outside thoroughly and rub all surfaces generously with salt.

Cut rolls into pieces and soften in milk. Hack heart and liver very fine and simmer in butter with onion and parsley until onion is soft and transparent*. Press surplus milk from bread rolls and blend thoroughly with spices, eggs and cream so as to make a firm but easily worked stuffing mix. Stuff goose and close opening with thread or toothpicks.

Lay stuffed goose breast-side up on roasting grill with drip pan and place in middle of pre-heated oven. Roast at 180° C for about 3 hours, basting* frequently. After about 1½ hours turn goose over to allow underside to brown for about 30 minutes of total roasting time. Remove excess fat from drip pan as necessary. To get a particularly crispy skin, brush several times with well-salted water about 20 minutes before end of roasting.

Eat hot with reg cabbage and croquette potatoes.

nugmeg Muskat; *transparent* glasig; *to baste* begießen.

Mecklenburger Schinkenbohnen – *bacon and bean pie* from Mecklenburg

What you need:

500 g *tinned sliced green beans*
400 g *lean back bacon**
750 g *peeled uncooked poatoes*
50 g *butter*
1 *teaspoon savory**
3 *eggs*
1/8 l *milk*
1/8 l *single cream*
*salt, white pepper, grated nutmeg**
50 g *grated Emmental cheese or similar*
4 *dessertspoons white breadcrumbs*

What you do:

Drip-dry beans in colander*. Dice bacon, slice poatoes and place all ingredients layer for layer in well-fatted ovenproof dish, sprinkling beans with savory. Add whisked eggs, milk, cream and spices. Sprinkle grated cheese and breadcrumbs evenly on top of mix, ending with a few flakes of butter to assist browning.

Bake in middle of hot oven at 175° C for about 30 minutes or until cheese has thoroughly melted and begun to brown. (Cover with baking paper to hinder burning if necessary.)

Eat alone or with salad.

lean back bacon magerer Schinkenspeck; *savory* Bohnenkraut; *nutmeg* Muskat; *colander* Durchschlag.

Rindsgulasch – German beef goulash

What you need:

1 kg *roasting beef*
 300 g *onions*
 2 *dessertspoonfuls* cooking oil
 1/2 *teaspoonful* white pepper
 1/2 *teaspoonful* *majoram*
 1 *teaspoonful* each *sweet and hot paprika*
 1 *clove* *garlic** rubbed with salt
 50 g *goose or pork dripping**
 1/4 l *red peasant wine**
plain flour or *thickening agent**

What you do:

Cut beef into roughly 2 cm cubes. Fry in hot oil, stirring several times to hinder sticking and burning. Dice onions. Add spices to meat and mix until evenly distributed*. Dice onions and add these, dripping and wine to meat. Simmer gently until meat is tender, stirring occasionally. Add salt to taste and thicken with flour or thickening agent if wished.

Eat with red cabbage and mashed potatoes, or with rice alone.

garlic Knoblauch; *goose or pork dripping* Gänse- oder Schweineschmalz; *peasant wine* Landwein; *thickening agent* Bindemittel; *distributed* verteilt.

Rheinischer Sauerbraten – marinated beef from the Rhineland

What you need:

1 kg *boneless roasting beef*
 (for the marinade)
 1/4 l *red peasant wine**
 1/4 l *water*
 3/8 l *fruit-based vinegar**
 5 *pressed juniper berries**
 1 *bay-leaf**

1 clove*

1 slice from large onion

(for roasting)

1 bunch soup vegetables*

150 g sliced bacon

1/2 teaspoonful freshly milled black pepper

30 g dripping*

(for sauce)

marinade

water

flour

single cream

salt, pepper to taste

What you do:

Put ingredients for marinade in a saucepan and bring to the boil. On reaching boiling point remove from heat and allow to cool. Lay meat in suitable container, cover with cooled marinade and leave to draw* in fridge for 2–3 days. If the meat is not fully covered by the marinade, turn daily.

Line bottom of roasting pan with half the slices of bacon, lay the moist meat on the bacon layer and sprinkle with black pepper. Spread flakes of dripping over top of meat and then cover with remaining bacon. Finally, add small pieces of diced and/or sliced soup vegetables and sufficient marinade to reach the underside of the meat.

Place covered roasting pan in middle of pre-heated oven and roast at about 190° C for about 1½ hours or until meat is tender.

To prepare sauce, drain roasting juices from meat and add marinade; add some water to dilute if necessary. Mix flour with cream to make thick, smooth mixture free of lumps. Thicken sauce, adding salt and freshly milled pepper to taste.

Eat with red cabbage and boiled potatoes, or German potato dumplings (obtainable from delicatessens or the delicatessen department of any big supermarket.)

peasant wine Landwein; *fruit-based vinegar* Obstessig; *jupiter berries* Wacholderbeeren; *bay-leaf* Lorbeerblatt; *clove* Nelke; *soup vegetables* Suppengrün; *dripping* Schmalz; *to draw* einziehen.

Westfälischer Grünkohl mit Kasseler – Westphalian curly kale with smoked pork

What you need:

- 1 kg curly kale
- 4 medium-sized onions
- 2 dessertspoonfuls pork dripping*
- 1 teaspoonful sugar
- salt, white pepper to taste
- 500 g smoked loin of pork
- 6 cloves
- $\frac{3}{8}$ l water
- 1 dessertspoonful gravy powder*
- 1 dessertspoonful mild mustard

What you do:

Take leaves from stalks, wash and cook gently in $\frac{1}{2}$ cup lightly salted water in covered pan for about 5 minutes. Drain and cut into small pieces. Peel and dice onions and fry gently in dripping until golden. Add hacked kale, sugar, pinch* salt and pepper. Press cloves into meat at intervals, lay on kale and baste* with liquid.

Simmer in covered pan for about 60 minutes and then divide the joint* into steaks. Mix gravy powder in kale and then add mild mustard to taste.

Eat with fried potatoes and follow with an ice-cold aquavit.

pork dripping Schweineschmalz; *gravy powder* Bratensoßenpulver; *pinch* Prise; *to baste* begießen; *joint* Stück Fleisch.

Speisenamen

- A: Have you found anything you'd like?
- B: Well, I'm afraid you'll have to help me with some of these dishes. What's "Jägerschnitzel", for example?
- A: "Jägerschnitzel"? Well, a "Schnitzel" is ...
- B: Oh, I know what a schnitzel is. We use the same word in English. It's a breaded veal* or pork steak. But what's a "Jägerschnitzel"?
- A: Ah, that's a made up name*. Literally it means "hunter's schnitzel". It's a schnitzel covered with a thick mushroom sauce.
- B: Oh, dear. I don't like mushrooms much.
- A: What about a "Zigeunerschnitzel" then? That means "gypsy's schnitzel" – it's covered with a fairly hot sauce made of red peppers* and tomato.
- B: That sounds fine. I'll try that.

breaded veal paniertes Kalbfleisch; *made up name* Fantasiename; *red peppers* roter Paprika.

Alphabetisches Verzeichnis weiterer Speisen:

<i>Amerikaner</i>	circular flat iced cake
<i>Bauernfrühstück</i>	scrambled eggs with chopped smoked back bacon
<i>Berliner</i>	doughnut
<i>Bremer Brot</i>	brown bread with shrimps with scrambled egg on top
<i>Eisbein</i>	boiled knuckle of pork
<i>Falscher Hase</i>	meat loaf made of minced beef and/or pork and breadcrumbs
<i>Finkenwerder</i>	whole fried plaice garnished with shrimps and diced
<i>Scholle</i>	smoked back bacon
<i>Forelle Müllerin</i>	trout fried in bread crumbs
<i>Götterspeise</i>	jelly
<i>Halver Hahn</i>	open cheese roll
<i>Heidefrühstück</i>	diced or minced pork in aspic
<i>Holzfüllersteak</i>	beef steak with fried egg on top
<i>Kaiserschmarren</i>	pancake strips sprinkled with icing sugar and raisins
<i>Kalte Schnauze</i>	layer cake made of alternate layers of tea biscuits (e.g. Marie biscuits) and milk or plain chocolate
<i>Kaltschale</i>	cold sweet fruit soup with beer, wine or milk
<i>Königsberger Klopse</i>	meat balls
<i>Leipziger Allerlei</i>	mixed fresh vegetables in white sauce
<i>Maultaschen</i>	pasta envelope with meat filling for clear soups
<i>Ratsherrentopf</i>	earthenware pot of pork, beef, veal medallions in gravy from the meat
<i>Russische Eier</i>	hard-boiled eggs in mayonnaise garnished with caviar or roe ("fish eggs")
<i>Schwalbennest</i>	another name for <i>Maultaschen</i> (see above)
<i>Soleier</i>	pickled eggs
<i>Strammer Max</i>	open ham sandwich with two/three fried eggs on top
<i>Wackelpeter</i>	jelly
<i>Wiener Schnitzel</i>	breaded veal schnitzel without sauce
<i>Windbeutel</i>	round eclairs filled with sweet cooked cherries

Deutsche Getränke:

Biere:

<i>Alkoholfreies Bier</i>	non-alcoholic beer
<i>Alsterwasser</i>	lager and orangeade shandy
<i>Alt</i>	brown ale
<i>Bitterbier</i>	bitter

<i>Bockbier</i>	strong beer (similar to barley wine)
<i>Krefelder</i>	brown ale and cola shandy
<i>Light-Bier</i>	diät beer
<i>Radler</i>	shandy
<i>Schwarzbier</i>	light stout
<i>Weißbier</i>	fizzy beer from barley and wheat
<i>Weizenbier</i>	beer from wheat
<i>Spirituosen:</i>	
<i>Korn</i>	clear grain schnaps/spirits with 32% alcohol
<i>Kräuterschnaps</i>	herb schnaps/spirits
<i>Kümmelschnaps</i>	clear caraway schnaps/spirits
<i>Magenbitter</i>	bitters
<i>Obstler</i>	fruit schnaps/spirits (apple, cherry, pear, raspberry)
<i>Wacholder</i>	juniper schnaps/spirits (gin)
<i>Doppelkorn/-wacholder</i>	schnaps/spirits with 38% alcohol

Urlaub und Auslandsreisen

- A: According to the statistics I've seen Germans seem to be world champion holidaymakers and travellers.
- B: Yes. In fact at the beginning of the holiday season in 1995, the (then) chancellor said that Germans were putting more time and effort* into leisure than work. Most "un-German", that.
- A: Heavens, I bet that caused an outcry*.
- B: You can say that again*, but there was some truth in it. Annual holidays are longer in Germany than in most other places – six weeks is fairly standard and seven is by no means unusual after you've been in a job a few years.
- A: Yes, and then I read people take two or even three holidays a year outside Germany, don't they? That can't help the economy much.
- B: Oh, I think you've got to be very careful with these generalisations*. Some people – professionals* and company executives*, for example, may take a foreign holiday two or even three times a year, but ordinary working people certainly don't. An annual holiday of two or three weeks in the summer is the rule.
- A: But always abroad*, right?
- B: Well, I think you're looking at it very much through British or Irish eyes. I mean, what's "abroad"? If you live in South Germany, you can be in Austria, Switzerland or France within three or four hours or less by car. People in the Ruhrgebiet can get to the Dutch coast in less than three hours. Is this really "going abroad" in the British or Irish sense?

- A: Yes, I see that, but it can't help the economy to have all those marks leaving the country. Why don't people take their holidays inside Germany? It's certainly got a lot to offer.
- B: Well, the main reason is the weather, I suppose, and of course the relatively high cost compared with, say, Turkey or Spain. Anyhow, most people go with a German package holiday firm*. A lot stay in German-owned vacation colonies*. The actual loss* isn't as much as you may think.
- A: Yes, and once we have a single currency* it will be even less, won't it?
- B: Too true. But as a matter of fact there is an interesting new trend in German holiday habits. Particularly people without children or whose children are off their hands* are beginning to take four, five or even more short breaks of three or four days spread throughout the year. This trend is certainly benefiting* German tourist regions. These periods are so short that people don't want to waste time travelling too far.

effort Anstrengung; *outcry* Sturm der Entrüstung; "you can say that again" "das kannst du wohl sagen"; *generalisation* Verallgemeinerung; *professional* Mitglied eines höheren Berufsstandes; *company executive* leitende(r) Angestellte; *abroad* im Ausland; *package holiday firm* Reisegesellschaft; *vacation colony* Urlaubslaub; *actual loss* realer Verlust; *single currency* gemeinsame Währung; *(to) be off one's hands* außer Haus sein; *(to) benefit from s.th.* von etwas profitieren.

3. Politik und Wirtschaft – politics and the economy

Die deutsche Rolle in der EU

- A: Some British commentators seem to be rather suspicious of Germany's role within the EU. Do you, as a German, think there's any justification for this?
- B: Not really. One thing's for sure: it's ridiculous to say that Germany wants to take over the EU. Germany is more willing to go the whole hog* and transfer power to EU institutions than almost any other country.
- A: Yes, but will that make any real difference? Germany is so big and powerful that she is bound to call the tune* in Europe, isn't she?
- B: I don't see why. It depends on the EU constitution, doesn't it? It's a question of building in safeguards* to make sure that no member state – Germany or any other – can become overpowerful. It works in the USA, so why not in Europe?
- A: Well, when you put it like that ...* I suppose British attitudes have a lot to do with the war. I'm afraid it's still very easy for right-wing populist politicians to whip up*, well, not anti-German feeling exactly, but certainly feelings of suspicion.

- B:** That's natural enough. I don't see that as a problem. German attitudes are rooted in the war experience as well. Nobody wants to see a return to those times, surely? That's why we've got to unite and work together.
- A:** I'm sure you're right, and so do a lot of British people, particularly the younger ones. But isn't this just a dream at the moment? You can't just forget your own culture and identity, can you?
- B:** Yes, but nobody wants that, do they? The EU wants a pluralistic society – a salad bowl, not a melting pot*. De Gaulle always spoke of a "Europe of nations", didn't he? But if we want to take on* America and Asia on equal terms*, we must have a common economic, defence and foreign policy – and that's only possible if we come closer together politically as well as just economically. Anyhow, hasn't Europe got a common culture, too?

(to) go the whole hog Nägel mit Köpfen machen; (to) call the tune den Ton angeben; safeguard Schutz; "if/when you put it like that ..." "wenn du es so sagst ..."; (to) whip up schüren; melting pot Schmelztiegel; (to) take on annehmen; (to) be on equal terms gleichgestellt sein.

Europäische Währung

- A:** Germans aren't as keen* on a single currency* as they once were, are they?
- B:** No, they're not. Ordinary people are worried about what will happen to the mark. Will it hold its value, for example? To many older Germans the mark is not just money – it's a symbol of Germany's recovery* and stability.
- A:** Yes, but isn't that just a matter of fiscal policy?
- B:** Of course. But will national politicians – above all the British – be willing for fiscal policy* to be dictated by the European Central Bank? Or will they follow national interests and possibly destabilise the Euro? They're worrying questions.
- A:** But there's no widespread popular rejection* of the currency in Germany, is there? Providing, of course, these worries are met.
- B:** No, there isn't. On the whole, people accept that the introduction of a single currency is the next step along the road to greater integration. There's general consensus in political and business circles on that.
- A:** Yes, that's the big difference, isn't it? Britain just doesn't accept that we really need a single currency. Everything's working okay as it is, so why change?
- B:** And Britain's right if you see things in purely economic terms – and, of course, the cost of introducing the Euro will be immense.
- A:** Well, there you are then. Is it worth the hassle*?

- B: Look, from a narrowly economic point of view there's a lot of good, pragmatic sense in Britain's argument. The trouble is that it misses the point. It doesn't address the real issue*.
- A: Why's that?
- B: Because Germany – and, by the way, the great majority of other EU countries, too – sees the Euro as much as a political as an economic tool. As I said, it's the next logical step towards not only the full implementation of the single market*, but towards greater European integration as well. German opinion has no problem with that as long as it's done properly.
- A: Yes, but that's Britain's great fear. If fiscal and monetary policy is taken away from national parliaments, effectively we will have central rule from Brussels or even Frankfurt. Parliament will lose most of its sovereignty.
- B: Well, why doesn't Britain read the Treaty of Rome, not to mention Maastricht? From what you say, perhaps Britain shouldn't have joined the club in the first place.

keen begeistert; *single currency* gemeinsame Währung; *recovery* Wiederaufbau; *fiscal policy* Finanzpolitik; *widespread popular rejection* breite öffentliche Ablehnung; *bassle* Ärger; *(to) address the real issue* mit der eigentlichen Frage konfrontieren; *single market* europäischer Binnenmarkt.

Hauptstadt Berlin

- A: Do you think the huge cost of moving the federal capital to Berlin is really justified*?
- B: Yes, I do. In fact, when recovery and economic expansion sets in* in eastern Europe I think you'll find that the costs will turn into a very wise* investment.
- A: So it's all a matter of the Mighty Mark again, is it?
- B: Not at all – I was just referring to the cost.
- A: Oh, so you do see other – What? cultural? political? – benefits*, too, do you?
- B: Of course. You see, it's easy to forget that Bonn was always at best a temporary solution. People used to joke about the "federal village", for heaven's sake. It had no proper centre of government* like London, Paris or Washington and no appropriate* architecture – just ordinary office blocks scattered* all over the place.
- A: Yes, Bonn is a pleasant enough place but it certainly doesn't have too much flair, does it?
- B: You're right. Anyhow, if this hadn't been the case – I mean, if the permanent federal capital had been in West Germany – I very much

doubt that Bonn would have been the choice. I should think the capital would have been in Frankfurt am Main.

- A: Oh, so you're saying that in a way the capital was always Berlin. Bonn was just a transit camp* so to speak.
- B: You could put it like that*, yes. That was always the policy of the Christian Democrats, anyhow, although the SPD became less certain as the years went by. Some SPD people tended to see Berlin as the symbol of Germany's aggressive, expansionist past ...
- A: ... and Bonn as the symbol of the new democratic Germany, right?
- B: Right. But to me Berlin was always the true capital of a united Germany – good or bad – and I felt it would have been hypocritical* and also a bit ridiculous to change all that at the very moment that Germany re-united. It would have been a terrible slap in the face* for the new eastern states.
- A: Yes, I can see that. Actually, as a Brit, I never saw what all the fuss was about*. Of course Berlin is the capital of Germany – where else, for heaven's sake?

justified gerechtfertigt; *(to) set in in Bewegung kommen*; *wise* klug; *(to) benefit from s.th.* von etwas profitieren; *centre of government* Regierungsviertel; *appropriate* angemessen; *(to) scatter* streuen; *transit camp* Durchgangslager; *"you could put it like that"* "du könntest es so ausdrücken"; *hypocritical* heuchlerisch; *slap in the face* Schlag ins Gesicht; *"I don't see what all the fuss is about"* "Ich verstehe nicht, was die ganze Aufregung soll".

Kosten der Wiedervereinigung

- A: Nobody dreamt that the reunion of Germany would cost so much, did they?
- B: Oh, I don't know about that. There were some doubting Thomases, especially in the SPD. They were shouted down* at the time, of course. They were harshly criticised for fouling their own nest*, but in fact they have been proved right. In fact the reality exceeds their worst dreams*.
- A: Yes, but wasn't this clear from the start? I mean, I can remember seeing a BBC film in early 1990. The deterioration* and decay in the East were incredible. Surely no one thought this could be put right overnight*?
- B: Well, in some ways you're right, I suppose, but on the other hand I think we've got to be fair. Whatever the pundits* – as always with the benefit of hindsight*, of course – may now say, very few people in the West could have known the full extent of the problem.
- A: So it was that bad?
- B: Yes. Virtually the entire infrastructure had to be either repaired or provided. A lot of places were exactly as they had been before the war – with nothing done to them since.

- A: Yes, but surely a lot of this can be financed privately, can't it? And even public investment in the East flowed straight back to the West, didn't it?
- B: You're quite right. The idea that state investment in the East goes into a bottomless pit* is, frankly, rubbish. This money was largely spent in the old states who had the know-how to carry out the work.
- A: What lazy, bungling* "Ossis" and arrogant "Wessi" smart alecks*?
- B: Oh, no. Thank heavens those days are over now. I meant that when West German taxpayers complain about the huge amounts of money being transferred to the East, they shouldn't forget that in fact this money is creating jobs* in the West, too.
- A: Yes, but aren't there a lot of complaints about money being wasted or even syphoned off*?
- B: Well, there have been some pretty sensational reports about mismanagement and even corruption in the press – in *Spiegel*, for example – but they have never been substantiated*. As far as I can see most people support the idea of solidarity payments and so on. Nobody wants a Germany divided into "haves" and "have nots"*.
- A: Yes, I can buy that – it's what we've got in Britain.

doubting Thomas Zweifler; (to) shout s.b. down jmdn. niederschreien; (to) foul one's own nest das eigene Nest beschmutzen; (to) exceed one's worst dreams die schlimmsten Erwartungen übertreffen; deterioration Verfall; (to) put s.th. right overnight etwas von heute auf morgen wiederherstellen; pundit; (selbsternannter) Experte; with the benefit of hindsight im nachhinein; bottomless pit Faß ohne Boden; bungling unbeholfen; smart aleck Besserwisser; (to) create jobs Arbeitsplätze schaffen; (to) syphon off abzweigen; (to) substantiate erhärten; haves and have nots Reiche und Arme.

Politische Parteien

- A: The German liberals have become a splinter party*, haven't they? That's strange, really, because the British Lib-Dems* are doing well, especially in local elections*.
- B: Oh, I think it's quite dangerous to compare parties in that way. As far as I can see the German FDP has got virtually nothing in common with your Liberal-Democrats – apart from the name, of course. The German equivalent of your Lib-Dems is Bündnis 90/Die Grünen.
- A: Oh? That's interesting. I always assumed* that your FDP is the equivalent of our Lib-Dems just as your Christian Democrats parallel* the Tories.
- B: That's extremely misleading. The FDP is calling for deregulation, privatisation and a genuinely free market; it also wants tax reductions financed by social security cuts and an end to subsidies. On these issues* it stands well to the right of the Christian Democrats.
- A: Yes – that sounds almost Thatcherite*.

- B:** Indeed. As a matter of fact, if I had to choose the German equivalent of the British Tory party, I'd have to point to right-wing thinking within the FDP.
- A:** Good heavens. Where does that leave the CDU, then?
- B:** Well, there's absolutely no doubt that the British equivalent of the CDU is Tony Blair's New Labour*. I can find almost no differences: a mixed market economy* with a human face firmly anchored into an increasingly intergrated Europe.
- A:** And so generally speaking the German centre parties are to the left of British parties?
- B:** Definitely – and that goes for the rest of the EU as well.
- A:** Yes, but where does that leave your SPD? If New Labour parallels the CDU, I mean.
- B:** The SPD is going through a very painful process of, well, modernisation, I suppose.
- A:** That sounds like our Labour Party in the late 80s and early 90s.
- B:** That's right. At the moment the party is in a state of flux*, but to answer your question, the SPD has still got more in common with your "Old Labour" Party than with Tony Blair's new one.

splinter party Splitterpartei; *Lib-Dems* Kurzfassung von Liberal-Democratic Party; *local election* Kommunalwahlen; *(to) assume* vermuten; *(to) parallel* gleichkommen; *issue* Frage; *Thatcherite* Anhänger der Politik Margaret Thatchers, d. h. eines möglichst unregulierten Marktes; *New Labour* die reformierte britische Arbeiterpartei nach 1995; *mixed market economy* soziale Marktwirtschaft; *(to) be in a state of flux* im Fluß sein.

Staatsbürgerschaft

- A:** I'll tell you one thing: I've never understood this business of ethnic Germans being allowed to return to Germany and get automatic German citizenship*.
- B:** Well, the constitution says "once a German, always a German" and so ethnic Germans, wherever they may live or have been born, are German and have as much right to live in Germany as any other German – me, for example.
- A:** Yes, but that's absolutely ridiculous. That would mean that millions of "ethnic British" and "ethnic Irish" from, say, the USA could return to Britain and Ireland and get British and Irish citizenship on demand*. That's not going to work, is it?
- B:** Yes, but they wouldn't want to, would they?
- A:** That's not the point*. There must be millions of people with German ancestry in Poland, Russia, Romania and so on – but it is just *ancestry**,

isn't it? They're not German in the way that somebody born in Germany is, are they?

B: Well, that's just the problem. The trouble is that legally German nationality has nothing to do with where you were born, whether in Germany or elsewhere. It depends on your parentage*. That's why the children of foreigners – Turkish people, say – born in Germany have no automatic right to German citizenship.

A: But somebody whose ancestors emigrated to Romania three or four hundred years ago has, right? I don't want to be insulting*, but that's quite simply racist.

B: Yes, and it worries a lot of Germans, particularly on the left. There's a growing body of liberal opinion* that says our nationality laws are hopelessly out of date and ought to be brought into line with modern practice.

A: Where you were born rather than to whom?

B: Both, but only in cases of direct parentage*. Children born to parents with federal German nationality would be German, of course, irrespective* of place of birth. Children born in Germany to foreigners with right of abode* in Germany would also have German nationality rights. German ancestry would no longer be sufficient.

A: I see. That's like in Britain and France.

citizenship Staatsbürgerschaft; on demand auf Antrag; "that's not the point" "das hat nichts zu sagen"; ancestry Abstammung; parentage elterliche Herkunft; insulting beleidigend; body of opinion Meinungsrichtung; (to) bring into line with in Einklang bringen mit; direct parentage unmittelbare elterliche Herkunft; irrespective of ungeachtet; right of abode Aufenthaltserlaubnis.

4. Schulen und Bildung – schools and education

Halbtagschule

A: Is it true that in Germany mornings-only schools* are the rule?

B: That's still true of a lot of schools, particularly selective schools like the grammar school, but it is certainly no longer a general rule. In fact more and more schools are open all day as in Britain.

A: And what has caused this new trend?

B: Well, looking back, it was two things perhaps. To begin with, the great majority of new comprehensives* were all-day schools* right from the start. This was because the educational ethos* of these schools was not only academic, but also social. Obviously, you can't socialise* children if they only attend school for subject lessons*. You need time for extra-curricular activities* as well.

A: Yes, that's familiar. That's the British and American approach*, too.

- B:** Exactly. Anyhow these all-day schools were a big hit with parents, particularly in families where both parents were working. This was such a point in favour* of the comprehensives that other school forms began to go over to the all-day system just to compete.
- A:** Not the grammar schools, though?
- B:** No. All-day grammar schools are still pretty rare.
- A:** I suppose they think their superiority is so obvious that they needn't compete with comprehensives on level terms*. That's the line in Britain.
- B:** Yes, there's a good deal of truth in that but I think it is only a matter of time. Politically, schools have got to provide what parents want.
- A:** You mentioned two reasons for this trend, didn't you?
- B:** Yes. Actually the second reason has a lot to do with "parent power"*, too. You see, German schools used to be morning-only, six days a week. Of course, Saturday school was very unpopular with a lot of parents because it was so restricting*. For this reason schools began to abolish Saturday school, at first on alternate weekends and then, increasingly, completely. These Saturday lessons had to be given at some other time, which generally meant in the early afternoon, at least on certain days. This broke the principle of mornings-only school of course.

mornings-only school Halbtagschule; comprehensive Gesamtschule; all-day school Ganztagschule; educational ethos Bildungsanspruch; (to) socialise erziehen, sozialisieren; subject lesson Fachstunde; extra-curricular activities außerschulische Aktivitäten; approach Ansatz; point in favour Plus; (to) compete on level terms von gleichen Voraussetzungen aus; parent power Einfluß der Eltern; restricting einengend.

Staatliche versus private Schulen

- A:** One thing that occurs to me about the Continental system is that independent schools* play a very subordinate role*. I gather that they're not nearly as prestigious* as the state schools, either. In Britain and America it's the other way round.
- B:** Yes, I know. There is no German or French equivalent of your so-called "great public schools". You know, Eton and the rest.
- A:** Why's that, do you think?
- B:** I don't really know. It could be because compulsory state education* came much earlier in Germany than in Britain. Perhaps there was no private infrastructure already in place*.
- A:** But you do have some private schools, don't you?
- B:** Sure, but they're more or less remedial*, I'm afraid. As far as I can see, a high proportion of their pupils simply failed to make the grade* in the state system.

- A: Oh, so they're parking places for the idiot sons and daughters of the rich, are they?
- B: Well, that's a pretty hard way of putting it*, but I'm sure there's some truth in that. After all, teachers are only human and it's difficult to fail a pupil whose parents are paying a small fortune for him or her to attend the school in the first place. This is where all this talk of the "cheque book abitur" comes from.
- A: That sounds like one area where independent public examination* like in Britain would be better.
- B: Yes – and teachers at these private schools would probably prefer it, too. It would certainly let them off the hook*.

independent school private Schule; *subordinate role* untergeordnete Rolle; *prestigious* angesehen; *compulsory state education* obligatorisches staatliches Bildungswesen; *in place* vorhanden; *remedial* Förder-; *(to) fail to make the grade* den Anforderungen nicht gewachsen sein; *"that's a pretty hard way of putting it"* "das ist ziemlich hart ausgedrückt"; *independent public examination* schulunabhängige öffentliche Prüfung; *(to) let s.b. off the hook* jmdn. von einer Unannehmlichkeit befreien.

Leistungsmessung

- A: My daughter Lisa's got a German pen-friend called Petra. Petra told Lisa that she has to do written exams* in "important subjects" six times a year. That's incredible compared to Britain. Lisa only has exams at the end of the school year in the summer, and a lot of less academic schools don't even have written exams then.
- B: Oh, I think Petra was a little misleading to say "exams". People will think they're some kind of make-or-break* formal examination like your GCSE exams.
- A: So they're not examinations in that sense?
- B: Of course not – although I'm afraid some over-ambitious* parents sometimes treat them as if they were. That can be a problem. In fact, at least in the lower and middle forms, they're quite short tests on specific topics that have been dealt with in class during the preceding weeks. These tests are really intended to show the teacher how things are going.
- A: Yes, but from what Petra told Lisa, they're not just diagnostic, are they? I mean the pupils are given personal performance grades* as well, aren't they?
- B: Yes, Petra's right there. Pupils get a grade which becomes part of his or her final grade for the term. But other things play a role as well – participation in class*, homework and project work, for example.

- A: What do you think of teacher-only assessment* generally? Isn't it, well, a bit imprecise and open to abuse* compared with independent public exams*?
- B: Yes and no. The huge advantage is that only the teacher knows precisely what has been done in class, and how. And only the teacher can know what can be expected of a particular pupil. We think that – at any rate with children – public exams are too rough and ready* and can be extremely unfair.
- A: Are there any disadvantages then?
- B: Well, there's no point in denying* that there are problems of equivalence* between teacher and teacher, school and school and even state and state.
- A: Some teachers and schools are a softer touch* than others, right?
- B: Yes, that's right.
- A: And I suppose the testing system can be used to punish badly behaved pupils, can't it?
- B: Well, I wouldn't want to use the word "punish", and anyhow sometimes this is perfectly legitimate. If somebody stops other people from working by playing the clown all the time, this will obviously be reflected in his or her grades, won't it? Generally, however, it is against the law to use tests to discipline pupils – though it's very difficult to prove, of course.
- A: Heavens, when I think of some of the children I know, teachers really do have to be saints, don't they?

written exam schriftliche Prüfung; *make-or-break* auf Glück oder Verderben; *over-ambitious* überhehrgeizig; *personal performance grade* persönliche Leistungsnote; *participation in class* Beteiligung am Unterricht; *teacher-only assessment* Leistungsbeurteilung ausschließlich von Lehrern/-innen; *(to) be open to abuse* dem Mißbrauch ausgesetzt sein; *independent public exam* schulunabhängige öffentliche Prüfung; *rough and ready* behelfsmäßig; *"there's no point in denying ..."* "es hat keinen Zweck, zu bestreiten, daß ..."; *equivalence* Gleichwertigkeit; *(to) be a soft touch* leicht rumzukriegen sein.

Berufsbildung

- A: I read a report in *The Economist* the other week that said that vocational training* in Germany is completely differently organised than in Britain – and very much more effectively. The writer even went so far as to say that this is a main reason for Germany's economic success.
- B: Well, I'm afraid I don't really know how things are done in Britain, but, yes, we do have a well organised system of vocational training here in business and technical schools* – or colleges, I suppose you'd call them – either in full-time courses or in sandwich courses*.

- A: Oh, so all apprentices or trainees* have to attend a vocational college as well, do they?
- B: That's right. This happens either in day-release courses* or in block courses – day release usually.
- A: What about qualifications and examinations? *The Economist* article said that these were pretty demanding* compared with ours.
- B: Well, I can't say, but it seems to work quite well here. To begin with, job-specifications* are very closely defined and categorised. I believe there are over 430 recognised occupations now*. This makes it possible to design courses and exams for almost any job you can think of.
- A: Good heavens. And who does the examining?
- B: In sandwich courses the in-company part* is examined by the local chamber of industry and commerce* for business courses and by the local chamber of crafts* for craft courses*. The "academic element" is examined by teachers at the vocational college. If you satisfy both, you get your certificate.
- A: Yes, but what about people who go to a vocational college full-time?
- B: That works just like any other VI Form*. These pupils take a final exam at the end of Grade 12 or 13. Their leaving certificate* can even be equivalent to the *abitur*.
- A: Yes, but that's not the case everywhere, is it?
- B: No. Our system is pretty complicated because education is organised at state, not federal, level. Generally speaking, though, the trend is to enhance the status* of vocational training and bring its final qualifications in line with* that of the grammar schools.

vocational training Berufsbildung; *business school* kaufmännische Schule; *technical school* Fachschule Technik; *sandwich course* Kurs mit abwechselnd theoretischem und praktischem Unterricht; *trainee* Auszubildende; *day-release course* innerbetriebliche Ausbildung mit Schulbesuch an einem Tag pro Woche; *block course* innerbetriebliche Ausbildung mit ununterbrochenem Schulbesuch während eines längeren Zeitraumes; *pretty demanding* ziemlich anspruchsvoll; *job-specification* Berufsbeschreibung, Anforderungsprofil; *recognised occupation* anerkannter Beruf; *in-company* innerbetrieblich; *chamber of industry and commerce* Industrie- und Handelskammer; *chamber of crafts* Handwerkskammer; *craft course* Handwerkskurs; *VI Form* Oberstufe; *leaving certificate* Abgangszeugnis; *(to) enhance the status of s.th.* das Ansehen von etwas erhöhen; *(to) bring in line with* in Einklang bringen mit.

11. Nützliche Informationen für Klassenfahrten nach Großbritannien

1. Ankunft

- Heathrow und Gatwick sind die beiden wichtigsten Flughäfen für Linien- und Charterverkehr.

Heathrow:

Die U-Bahn (Piccadilly Line) ist die billigste und schnellste Verbindung mit Zentral-London. Busse von London Regional Transport (A1 nach Victoria Station, A2 nach Euston Station) fahren jede halbe Stunde zwischen 6.30 und 22.15 Uhr von allen Terminals ab.

Heathrow Airport Information: 0181 – 759 43 21

Airbus Information: 0181 – 668 72 61

Gatwick:

Es gibt eine Bahnverbindung von und nach Victoria Station zwischen 5.30 und 22.00 Uhr, tagsüber alle 15 Minuten, ab 18.00 Uhr jede Stunde. Der Flightline-Bus 777 fährt vom Nord- und vom Südterminal ab.

Gatwick Airport Information: 01293 – 53 53 53

- Die schnellste (und billigste) **Seeroute** ist über Dover und Calais – eine Stunde mit dem Schiff und ca. 35 Minuten mit dem Luftkissenboot.

Hoverspeed Information: 01304 – 24 02 41

P&O Ferries: 01304 – 20 33 88

Sealink Ferries: 0171 – 834 81 22

(Siehe auch Teil 7 dieses Kapitels: Weitere nützliche Adressen.)

- **Zoll:** Für Reisende aus Deutschland genügt der Personalausweis. Sie dürfen folgende Waren (solange sie innerhalb der EG gekauft worden sind) zollfrei einführen:

300 Zigaretten oder 150 Zigarillos oder 75 Zigarren oder 400 g Tabak

5 l Tafelwein

1,5 l Spirituosen oder 3 l Schaumwein oder zusätzlich 3 l Tafelwein

0,09 l Parfüm

0,0375 l Eau de toilette

Geschenke, Souvenirs und andere Waren im Wert von £265

Absolut verboten ist die Einfuhr von Tieren, Pflanzen, verderblichen Lebensmitteln, bestimmten Drogen, Waffen und pornografischem Material.

*HM Customs and Excise
Dorset House, Stamford Street, London SE1 9PS
Tel. 0171 – 620 13 13*

2. Einkaufen

● **Ausfuhr:** Bei größeren Einkäufen (mindestens £50) lohnt es sich, vom Geschäft ein Kaufformular zu verlangen und ausfüllen zu lassen. Bei der Ausreise wird das Formular dem Zoll vorgelegt. Das vom Zoll geprüfte und gestempelte Formular wird an das Geschäft zurückgeschickt, und der Wert der Mehrwertsteuer (Value Added Tax, 17,5%) wird Ihnen vom Geschäft durch die Post zurückerstattet.

● **Banken** sind zwischen 9.30 und 15.30 Uhr geöffnet. Einige Banken sind bis 16.00 Uhr und am Samstagmorgen geöffnet. Fast alle Banken haben Geldautomaten, die auch EC-Karten annehmen. Euroschecks, bei denen der Betrag in Pfund-Sterling angegeben ist, sind gebührenfrei. Beim Umtausch von Bargeld und bei der Bezahlung mit Kreditkarten werden Gebühren fällig. Bargeld kann preiswert in einigen Reisebüros (z. B. Thomas Cook), in großen Kaufhäusern und Hotels umgetauscht werden. Andere kommerzielle Wechselstuben sollte man eher meiden. Internationale Kreditkarten und Euroschecks werden in fast allen Geschäften akzeptiert.

● **Maße und Gewichte:** Obwohl der Gebrauch des metrischen Systems zunimmt, werden die alten Maßeinheiten noch gebraucht.

Länge: 1 inch = 2,54 Zentimeter, 1 foot = 30,5 Zentimeter, 1 yard = 0,914 Meter, 1 mile = 1,6 Kilometer.

Gewicht: 1 ounce = 28,3 Gramm, 1 pound = 454 Gramm.

Volumen: 1 fluid ounce = 28,4 Milliliter, 1 pint = 0,568 Liter, 1 gallon = 4,55 Liter.

● **Postämter** sind montags bis freitags von 9.00 bis 17.00 Uhr geöffnet, am Samstag bis 12.00 Uhr. In London hat das Hauptpostamt in der Nähe von Trafalgar Square länger auf: montags bis samstags von 8.00 bis 20.00 Uhr. Briefmarken können auch an Zeitungskiosken und in einigen Supermärkten gekauft werden.

● **Alle Geschäfte und öffentliche Einrichtungen** bleiben an den öffentlichen Feiertagen geschlossen: New Year – 1. Januar (in Schottland auch am 2.), Good Friday (Karfreitag) und Easter Monday (Ostermontag) – März/April (nicht in Schottland), May Day Bank Holiday – 1. Montag im Mai, Spring

Bank Holiday – letzter Montag im Mai, August Bank Holiday – 1. Montag im August (aber nur in Schottland), Summer Bank Holiday – letzter Montag im August (nicht in Schottland), Christmas Day – 25. Dezember, Boxing Day – 26. Dezember.

3. Pubs

- Pubs haben gesetzlich vorgeschriebene **Öffnungszeiten**: 11.00 – 23.00 Uhr von Montag bis Samstag und am Sonntag 12.00 – 15.00 Uhr und 19.00 – 20.30 Uhr.

- Sehr viele Pubs bieten auch Essen an, meistens traditionelle britische Gerichte wie "Ploughman's Lunch" (Weißbrot mit Käse und Pickles), "Shepherd's Pie" (Hackfleisch mit überbackenem Kartoffelpüree), und "Steak and Kidney Pie" (Fleischpastete mit Gulasch und Nieren). Das Essen ist preiswerter als im Restaurant und die Atmosphäre lockerer.

- Kinder unter 14 Jahren können in einem Pub essen wenn sie von einem Erwachsenen begleitet werden und wenn das Pub einen getrennten "family room" hat. Schüler/innen über 14 Jahren können in Begleitung eines Erwachsenen in einem Pub auch außerhalb eines "family room" essen, müssen aber bereit sein, sich auszuweisen. Das Mindestalter, um Alkohol zu trinken, ist 18.

- Ein Pub-Besuch kann, besonders für ältere Schüler/innen, interessant sein. Es ist aber ratsam, vor dem Besuch einige Unterschiede zu deutschen Lokalen zu erläutern. Es gibt sehr selten eine Bedienung, man muß die Getränke an der Theke selber bestellen und auch gleich bezahlen. Das Essen wird auch an der Theke bestellt und gleich bezahlt. Manchmal gibt es eine Speisekarte, aber oft steht das Angebot einfach auf einer Tafel. Ein Trinkgeld wird nicht erwartet. Bier (ale) wird als "pint" oder "half-pint" bei Zimmertemperatur und ohne Schaum ausgedient. Das Glas wird bis zum Rand gefüllt, was das Tragen von der Theke zu einem Tisch abenteuerlich macht. Bei größeren Bestellungen sollten Sie um ein Tablett (tray) bitten. Die Hauptbiersorten vom Faß sind:

Mild – wie der Name sagt, ein mildes, etwas fades Bier.

Bitter – ein halbdunkles Bier mit etwas mehr Geschmack.

Real Ale – nach traditioneller Brauart und mit natürlicher Kohlensäure.

Stout – dunkles Starkbier mit cremigem Schaum. Der berühmteste Vertreter dieser Art ist "Guinness".

Lager – sieht aus wie Pils, hat Schaum und wird sogar gekühlt gezapft. Schmeckt aber oft ziemlich fade. Vielleicht trinken deswegen viele Briten es mit einem "touch of lime" (ein Schuß Limonensirup).

Eine 50/50 Mischung von Bier und Limonade heißt "Shandy". Ein "Black and Tan" ist eine Mischung von Bier und Stout. Vom Faß gibt es auch "Cider", etwas wie Apfelwein. Manche Pubs bieten auch "Scrumpy" an, eine Art Apfelbier. Hier ist Vorsicht geboten, da es ziemlich stark ist.

● "Last orders" – eine Glocke signalisiert, daß in zehn Minuten geschlossen wird. Das Läuten löst meist einen Massenansturm zur Theke aus.

4. Telefonieren

● Die berühmten roten Telefonzellen sind weitgehend aus dem Straßensbild verschwunden und sind durch moderne Stahlboxen oder Glashauben ersetzt worden. Es gibt zwei verschiedene Telefongesellschaften: British Telecom (BT) und Mercury. Die meisten öffentlichen Telefone sind von BT, und Auskünfte sind gebührenfrei. Auslandsgespräche sind bei Mercury billiger. Für fast alle öffentlichen Telefone braucht man eine Telefonkarte, die in Postämtern und Zeitungskiosken gekauft werden kann. Mercury-Telefone nehmen auch Kreditkarten, aber mit einem Aufpreis. Die teuerste Zeit zu telefonieren ist wochentags zwischen 9.00 und 13.00 Uhr, die billigste Zeit an allen Tagen nach 18.00 Uhr.

● Hier einige wichtige gebührenfreie Rufnummern:

Notruf (Polizei, Feuerwehr, Notärztliche Hilfe, Küstenwache): 999

Internationale Auskunft: 154

Auskunft Großbritannien (außer London): 192

Auskunft London: 142

Fax-Auskunft: 153

Internationale Vermittlung: 155 – Sie müssen hier anrufen, um ein R-Gespräch (reverse charge call) anzumelden oder um eine Kreditkarte zu benutzen.

Beachte:

Bei Telefonanrufen nach London gibt es verschiedene Vorwahlnummern (area codes) – 0171 für Central London und 0181 für die Außenbezirke (von Deutschland aus: 0044 – 171 bzw. -181). Telefonnummern mit der Vorwahl 0800 sind gebührenfrei.

5. Hilfeleistung

- Bei einem akuten Notfall 999 anrufen und um den gewünschten Notdienst bitten. In weniger akuten Fällen die Telefonnummer der gewünschten Einrichtung (Arzt, Zahnarzt, Ambulanz usw.) über die Auskunft (GB: 192, London 142) einholen. Als EG-Bürger haben Sie theoretisch im Krankheitsfall Anspruch auf eine kostenlose Behandlung. Wenn Sie dies aber in Anspruch nehmen, werden Sie die Tücken der britischen Bürokratie kennenlernen. Es ist ratsam, vor der Fahrt eine zusätzliche Krankenversicherung abzuschließen. Bei Unfällen, Notfällen und ansteckenden Krankheiten ist die Behandlung auf jeden Fall frei.

- **Pannenhilfe:**

Automobile Association (AA): Tel. 0800 – 88 77 66, National Breakdown: Tel. 0800 – 40 06 00, Royal Automobile Club (RAC): Tel. 0800 – 82 82 82.

- **Verlust von Kreditkarten:**

Access/MasterCard: Tel. 01702 – 35 22 55, American Express: Tel. 01273 – 69 69 33, Diners Club: Tel. 01252 – 51 62 61, Visa: Tel. 01604 – 23 02 30

6. Eine Klassenfahrt nach London

- **Übernachtung:** London ist, obwohl es sehr teuer ist, immer noch ein populäres Reiseziel. Aber wegen der Kosten machen die meisten Klassen nur einen Tagesausflug dorthin oder buchen eine einzige Übernachtung. Die nachfolgenden Angebote beziehen sich also auf einen Tagesausflug nach London. Hier die Adressen von vier Jugendherbergen (youth hostels) in London, die der Youth Hostel Association (YHA) angehören. Es ist empfehlenswert, vor Beginn der Klassenfahrt zu reservieren:

EC4: 36 Carter Lane Tel. 0171 – 236 49 65

N6: 84 Highgate West Hill Tel. 0181 – 340 18 31

NW11: 4 Wellgarth Road Tel. 0181 – 458 90 54

SW5: 38 Bolton Gardens Tel 0171 – 373 30 83

W8: Holland House, Holland Walk, Kensington Tel. 0171 – 937 07 48

Ermäßigte Preise für Schülergruppen und Studenten sind oft bei Übernachtungen in Jugendherbergen und dem Kauf von Fahr- und Eintrittskarten erhältlich. Deswegen sollte man vor der Fahrt für alle Teilnehmer einen International Student's Pass besorgen. Der Pass kann in Deutschland gegen Vorlage des Schülerscheines bei jeder Universität oder Gesamthochschule kostenlos erworben werden.

● **U-Bahn:** Die Londoner U-Bahn ist das billigste und schnellste Verkehrsmittel der Stadt. Sie ist sehr übersichtlich und Streckenpläne sind an den größeren Stationen erhältlich. Die Züge verkehren zwischen 5.30 und 24.00 Uhr. Die Hauptstoßzeiten (rush hours) um 8.00 bis 9.30 Uhr und 17.00 bis 18.30 Uhr sollte man, wenn möglich, vermeiden. Die Fahrpreise sind nach Zonen gestaffelt und für Central London gilt ein Sondertarif. Bei vielen Fahrten ist eine Fahrkarte für den ganzen Tag, eine Travelcard, wahrscheinlich preiswerter als jeweils einzelne Fahrkarten zu kaufen. Damit kann man auch die Busse benutzen. Es gibt unterschiedliche Ticket-Angebote und Ermäßigungen für Schülergruppen, und es ist ratsam, sich vor der Fahrt zu erkundigen:

London Transport Information, Tel. 0171 – 222 12 34.

● **Essen:** Wo soll man hingehen? Restaurants sind teuer und "Fast Food" kann man auch zu Hause bekommen. Wenn man in London ist, sollte man etwas anderes probieren. Imbisse, die kulinarische Leckerbissen aus der ganzen Welt anbieten, sind überall zu finden. Preiswert und traditioneller sind die "Pie and Mash Shops" (Fleischpastete und Kartoffelbrei), die ihren Ursprung im ärmeren East End hatten, aber jetzt auch im Westen der Stadt anzutreffen sind, z. B.:

M. Manze, 87 Tower Bridge Road (SE1)

(U-Bahn: Elephant & Castle, weiter mit Buslinie 36 oder 63)

M. Manze, 74 Chapel Market (N1)

(U-Bahn: Angel)

R. Cooke, 84 The Cut (SE1)

(U-Bahn: Waterloo)

A. Cooke, 48 Goldhawk Road (W12)

(U-Bahn: Goldhawk Road)

G. Kelly, 526 Roman Road (E3)

(U-Bahn: Bethnal Green)

Auch empfehlenswert sind die vielen "Salad Bars" und "Sandwich Shops". Wenn Sie mehr Informationen wünschen, empfehlen wir die folgenden Publikationen:

Good Cheap Eats in London

Harden's Guides, P.O. Box 1500, London SW5 0DX

Time Out Eating & Drinking Guide (London)

Time Out Distribution, Universal House, Tottenham Court Road,
London W1P 0AB (Tel. 0171 – 813 60 60/Fax. 0171 – 813 60 39)

● **Straßenmärkte:** Die Straßenmärkte sind schillernd bunt, laut und hochinteressant, auch wenn Sie nur durchbummeln und nichts kaufen. Aber wenn Sie etwas kaufen wollen, sollten Sie unbedingt feilschen. Interessantes zu essen gibt es dort auch – man hat die Wahl zwischen indischen Onion Bhajias, russischer Borschtsuppe oder jüdischen Bagel mit Lachs oder "Salted Beef". Aber Vorsicht – diese Märkte ziehen nicht nur viele Touristen an, sondern auch Taschendiebe. Hier die drei größten Straßenmärkte:

Petticoat Lane – jeden Sonntagvormittag

(U-Bahn: Liverpool Street/Aldgate)

Der Hauptteil des Markts findet an der Middlesex Street statt. Petticoat Lane ist eine Seitenstraße, in der es früher nur einen kleinen Markt für gebrauchte Kleidung (petticoat = Unterrock) gab. Jetzt wird alles mögliche dort angeboten. Interessant ist auch ein Nebenmarkt in der Wentworth Street, wo man jüdische und westindische Lebensmittel kaufen kann.

Brick Lane – jeden Sonntag von 6.00 bis 13 Uhr

(U-Bahn: Aldgate East/Old Street/Shoreditch)

Neben Brick Lane erstreckt sich der Markt auch über Cygnet Street, Slater Street, Bacon Street und Chilton Street.

Portobello Road – Montag bis Samstag von 9.00 bis 17.00 Uhr.

(U-Bahn: Ladbroke Grove/Notting Hill Gate)

Obwohl der Markt täglich für Obst, Gemüse und Trödel stattfindet, sieht man den interessantesten Teil – die Antiquitätenhändler – nur am Samstag. Das Angebot an Antiquitäten ist riesig, aber die Waren sind ziemlich teuer und hier gilt der Spruch "Caveat Emptor" – Käufer paßt auf!

● **The Thames Riverside Walk:** Dieser Fußweg folgt der Themse. Die beste Etappe ist auf dem Südufer, da der Weg durchgehend ist und eine bessere Aussicht bietet. Eine schöne Strecke in City-Nähe ist zwischen Westminster Bridge und Tower Bridge. Man geht an den Houses of Parliament, St. Paul's und dem Tower vorbei. Hinter Tower Bridge sind mehrere Pubs mit schönen Gärten und Ausblick über die Themse. Sie könnten natürlich erst einen Pub besuchen und von dort aus spazierengehen. Einen Besuch wert sind diese Pubs, die alle direkt am Themseufer liegen, einen Biergarten haben und auch ein gutes Essen anbieten:

The Prospect of Whitby, 57 Wapping Wall (E1); Tel. 481 10 95

(U-Bahn: Wapping)

The Captain Kidd, 108 Wapping High Street (E1); Tel. 480 57 59

(U-Bahn: Wapping)

Dickens Inn, St. Katherine's Way (E1); Tel. 488 22 08
(U-Bahn: Tower Hill)

The Angel, 101 Bermondsey Wall East (SE16); Tel. 237 36 08
(U-Bahn: Rotherhithe)

Weitere Informationen über Pubs und Sehenswürdigkeiten entlang der Themse und eine Flußkarte finden Sie in der Broschüre "Discover the Thames", erhältlich als Teil eines Info-Packs vom London Tourist Board, Tel. 730 34 50/Fax. 730 93 67.

● **Anderer Ziele:** Die folgenden Vorschläge sind vielleicht weniger bekannt als Madame Tussaud's oder der London Dungeon, aber durchaus interessant. Sie sind auf jeden Fall billiger, und Sie müssen nicht Schlange stehen. Die mit "*" markierten Angebote sind kostenlos. Bei allen anderen gibt es eine Eintrittsermäßigung für Schulgruppen, die aber im voraus vereinbart werden muß.

*Bethnal Green Museum of Childhood**

Cambridge Heath Road, London E2 9PA; Tel. 0181 – 980 24 15
(U-Bahn: Bethnal Green)

Öffnungszeiten: 10.00 – 17.50 Uhr, montags bis donnerstags und samstags;
14.30 – 17.50 Uhr sonntags

Eine der größten Sammlungen von Spielzeug in der Welt. Ein "Teachers' Pack" kann über die Education Department des Victoria and Albert Museums (Cromwell Road, London SW7; Tel. 0171 – 589 63 71–429) bestellt werden. Im Museum kann man Postkarten, Poster und Spielzeug kaufen.

Cabaret Mechanical Theater

33–34 The Market, Covent Garden, London WC2; Tel. 0171 – 379 79 61
(U-Bahn: Covent Garden)

Öffnungszeiten: 10.00 – 20.00 Uhr, montags bis samstags; 12.00 – 17.00 Uhr sonntags

Eine Sammlung von mechanischen Spielen. Besucher dürfen mit fast allen Maschinen kostenlos spielen. Ein Laden verkauft handgemachtes Spielzeug und funktionierende Modelle der Ausstellungsstücke. Schulgruppen wird ein Besuch vormittags empfohlen.

*Clock Museum**

The Guildhall, Gresham Street, London EC2 2EJ; Tel. 0171 – 606 30 30
(U-Bahn: Bank/Mansion House)

Öffnungszeiten: 9.30 – 16.45 Uhr montags bis freitags

Eine große Sammlung von Uhren, die zum "Worshipful Company of Clockmakers" gehört. Hier können Sie die ersten Armbanduhren der Welt

sehen, den ersten nautischen Chronometer, Wasseruhren, Gasuhren und andere exotische Zeitmeßgeräte.

Jenny Wren Canal Cruises

250 Camden High Street, London NW1 8QS; Tel. 0171 – 485 62 10 und 485 44 33

(U-Bahn: Camden Town)

Täglich von 11.00 – 14.30 Uhr von März bis Oktober

Die Flußfahrt auf einem traditionellen "Canalboat" startet und endet von Camden Town Lock. Der dreieinhalbstündige Trip führt durch London Zoo, Regent's Park und einen 248 Meter langen Tunnel zu Maida Vale und Little Venice. Wir empfehlen im voraus zu reservieren.

Kew Bridge Engines Trust

The Pumping Station, Kew Bridge Road, Brentford, London W4; Tel. 0181 – 568 47 57

(U-Bahn: Gunnersbury)

Öffnungszeiten: 11.00 – 17.00 Uhr samstags und sonntags

Die heute noch funktionierenden Dampfmaschinen pumpten einmal Londons Trinkwasser. Sie sind die größten Balancierdampfmaschinen (beam engines) der Welt. Etwas für die Technologie-Begeisterten.

London Butterfly House

Syon Park, Brentford, London W4; Tel. 0181 – 560 72 72

(U-Bahn: Gunnersbury)

Öffnungszeiten: 10.00 – 17.00 Uhr täglich von Februar bis Oktober

In einem riesigen Gewächshaus wandern Besucher durch tropische Gärten voll von Schmetterlingen aus der ganzen Welt. Es gibt auch eine Ausstellung mit anderen Insekten, Ameisen und Riesenspinnen usw. Nichts für Arachnophoben!

London Diamond Centre

10 Hanover Street, London W1 9HF; 0171 – 629 55 11

(U-Bahn: Oxford Circus)

Öffnungszeiten: 9.30 – 17.30 Uhr montags bis freitags; 9.30 – 13.30 Uhr samstags

Eine Führung zeigt, wie Rohdiamanten ausgegraben, geschnitten und geschliffen werden. Danach kann man das Endprodukt bewundern. Sehr reiche Schulgruppen können auch Diamanten als Souvenirs erwerben.

London Toy and Model Museum

23 Craven Hill, London W2 3EN; Tel. 0171 – 262 79 05

(U-Bahn: Lancaster Gate)

Öffnungszeiten: 10.00 – 17.30 Uhr dienstags bis samstags; 11.00 – 17.00 Uhr sonntags

Hier gibt es wunderschöne Modelleisenbahnanlagen, altes deutsches Blechspielzeug, mechanisches Spielzeug aller Art und eine kleine Puppensammlung. Historisch gesinnte Besucher können auf einer Dampflokomotive fahren, und die Technik-Freaks können sich im Flug-Simulator austoben.

London Waterbus Company

Camden Lock, London NW1 8AF; Tel. 0171 – 482 25 50

(U-Bahn: Camden Town für Camden Lock oder Warwick Avenue für Little Venice)

Tägliche Abfahrten zu jeder vollen Stunde zwischen April und Oktober. Eine Bootsfahrt von Camden Lock bis Little Venice via London Zoo und umgekehrt. Man kann mit dem Ticket auch eine Eintrittskarte zum Zoo kaufen.

*Mount Pleasant Sorting Office**

Farringdon Road, London EC1A 1BB; Tel. 0181 – 278 51 49

(U-Bahn: Farringdon)

Führungen durch diese hochmoderne Briefsortierungsanlage beginnen um 10.30 Uhr, 14.30 Uhr und 19.30 Uhr, montags bis donnerstags. Gezeigt wird auch die eigene U-Bahn-Linie der Post, die zwischen den Hauptbahnhöfen und den Hauptpostämtern verkehrt.

*Old Curiosity Shop**

13–14 Portsmouth Street, London WC2A 2ES; Tel. 0181 – 405 98 91

(U-Bahn: Holborn)

Öffnungszeiten: 9.30 – 17.30 Uhr täglich, auch sonntags und feiertags
Der älteste noch existierende Laden in London, gebaut im Jahr 1567, berühmt durch den gleichnamigen Roman von Charles Dickens. Wie in seinem Buch beschrieben, kann man hier alle Arten alter und merkwürdiger Gegenstände kaufen. Ein guter Ort, etwas ungewöhnliche Souvenirs zu finden.

*Petrie Museum of Archaeology**

University College, Gower Street, London WC1E 6JP; 0171 – 387 70 50–617

(U-Bahn: Euston Square/Goodge Street/Warren Street)

Öffnungszeiten: 10.00 – 17.00 Uhr montags bis freitags

Das Museum zeigt alle Aspekte des alltäglichen Lebens im Alten Ägypten – Kleidung, Schmuck, Spiele, Spielzeug, Kochen und Essen usw.

Pollock's Toy Museum

1 Scala Street, London W1P 1LT; 0171 – 636 34 52

(U-Bahn: Goodge Street)

Öffnungszeiten: 10.00 – 17.00 Uhr montags bis samstags

Historisches Spielzeug aus Europa, Amerika und der Dritten Welt sowie ultra-moderne Videospiele.

*Sewage Treatment Works Tours**

Abbey Mill Sewage Works, Abbey Lane, London E15; Tel. 0181 – 534 67 17
 Western Sewage Station, 124 Grosvenor Road, London SW1; Tel. 0171 – 730 53 93

Wenn Sie wissen möchten, wie Londons Abwässer geklärt werden, können Sie einen Termin für eine Führung ausmachen. Gummistiefel und alte Kleider tragen und nur durch den Mund atmen.

7. Weitere nützliche Adressen*British Airways*

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Tel. 0171 – 262 67 11

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Stichwortverzeichnis

Die Kennzeichnungen (1/2), (4-6), usw. stehen hier für die entsprechenden Lernjahre. (OB) steht für die Oberstufe.

A

Aborigine 119, 138
Act of Union 75
Adjectives/Adverbs 25, (1/2) 161 f.,
(OB) 198
Adressen 113, 132 f., 275, 277 ff.,
280 f.
Alphabetspiele 26 f.
American English 107 ff., 141 ff.
Anekdoten 200 ff.
Anreden 241
Antonyms (s. Opposites)
Anweisungen folgen bzw. geben
(3-6) 35
Ausländerfeindlichkeit 238 f.
Austauschprogramm 224 ff.
Australian Democrats 129
Australian English 131 ff.
Australian Labor Party 128 f.
Australian Liberal Party 129 f.,
Australien 51, 81, 113 ff.

B

Banken 76, 271
Bedingungssätze (s. Conditionals)
Begriffe malen (4-6) 38
Begriffe zuordnen (4-6) 37
Berlin 261 f.
Berufsbezeichnungen 153
Berufsbildung 268 f.
Bewegungsspiel 34
Bible Belt (USA) 99
Bildungssystem 76, 127 f., 265 ff.
Blended whisky 79 ff.
Boomerang 126 f.
Bourbon whiskey 80
British English 107 ff., 141 ff.
Buchstabierspiele 30 f.,
(4-6) 33 f.

Bundesstaaten

-- USA 94 ff., 97 ff., 101
-- AUS 123
Bürgerkrieg (USA) 88 f., 92, 97 f.
Burns, Robert 77 f.

C

Christmas (s. Weihnachten)
Civil Service 69, 76
Clipped words 154
Cloze text 191 ff.
Collocations (10/11) 205
Columbus, Christoph 102
Compound nouns (1/2) 163
Comprehensive schools 76, 91
Conditionals 20 f., (5/6) 181 f.
Confederate States (USA) 97 f.
Confusibles 148 ff., (OB) 208 ff.
Connectors (5/6) 182
Conservative Party 69 ff., 81
Cook, James 112

D

Definitions (OB) 199 f.
Democratic Party 89 f.
Diskriminierung 90 ff., 238 f., 259 f.
Dixie 106
D-Notice 68

E

Einkaufen 76, 271 f.
Einwanderer 86, 91 ff., 124 f.,
130 f., 134, 138 ff.
Entdeckung Amerikas 104 f.
Euphemismen 107 f.
European Community 71 ff.,
259 ff.
Euroseptions 71 f.
Exam skills 192 ff.

F

- False Friends (OB) 205 ff.
 Farbige 92, 150 f.
 Father Christmas 51, 57, 63
 Feiertage 51, 77, 85 ff., 91, 138 ff.,
 244 f., 271
 Flaggen 137 f.
 Ford, Henry 105
 Fragen 11 ff., (3-6) 32 f., (4-6) 35,
 (1/2) 172 f., (3-4) 182 f.
 (OB) 206 f.
 Future forms 19, (5/6) 189

G

- Gaelic 75 f.
 Gallons 84
 Gastarbeiter 245 f.
 Gebiete der USA 94 ff.
 Gedächtnisspiel 35 f.
 Gedichte 41 ff., 54 ff., 77
 Geld 76, 102, 260 f.
 Geliebte, sprachliche Korrektheit 151
 Gerunds (s. -ing-forms)
 Gewichtseinheiten 271
 Great Barrier Reef 115 f.

H

- Hohlmaße 84
 Homosexualität 107
 Hörspiel 57 ff.

I

- Idioms (OB) 218 ff.
 Indianer 87, 92
 Indirect speech (s. Reported speech)
 -ing-forms 23 f., (5/6) 185,
 (OB) 220 f.
 Inns 152
 IRA (Irish Republican Army) 69 f.,
 72
 Ireland 72 f., 80

J

- Jahreszeiten 37
 Japan, Whiskyherstellung 80 f.

Jargon 107 f.

Jobs 153

Johnnie Walker 80

Jokes (s. Witze)

K

- Kanada 80, 81, 104
 Karneval 246 f.
 Klassenfahrten 270 ff.
 Klassenzimmeraktivitäten 26 ff., 49 ff.
 Kochrezepte 78 f., 250 ff.
 Kommasetzung (OB) 222 f.
 Körperteile 162 f.
 Kurzformen (s. Clipped words)

L

- Labour Party 69 f., 81
 Ladenschlußzeiten 247
 Ledige Frauen, sprachliche Korrektheit 151
 Leif Ericson 104
 Leistungsmessung 267 f.
 Lesetext 63 ff.
 Lexik (s. Vokabelspiele)
 Lincoln, Abraham 88 f., 97 f.
 Liberal Democrats 69 f.
 Liberal Party 69 f.
 London 274 ff.
 Loo 147

M

- Malt whisky 79 ff.
 Maori 123 f., 138 ff.
 Mason-Dixon Line 106
 Maßeinheiten 84, 271
 Mathematik auf englisch (3/4) 31,
 (4-6) 32
 Medien 68 f., 73 ff., 81, 110
 "Melting pot" 91 ff., 119 f.
 Mixed tenses (3/4) 168 f., 173 f.,
 (5/6) 186 f., 190
 Modals 21 f., (5/6) 184 f.
 Monster Raving Looney Party 70
 Musterbriefe 224 ff.
 Musterreden 233 ff.

N

- Neonazismus 239 f.
 Neuseeland 113, 120 ff.
 New York 101 f.
 New Zealand Political Parties 123
 Nordirland 66 ff., 72 f.
 Noun + preposition (OB) 215 ff.

O

- OK, Wortherkunft 147
 Opposites (OB) 30, (3/4) 176 f.,
 (5/6) 180 f., (OB) 198
 Orthographie 142 ff., (OB) 221 f.
 Ortsnamen auf englisch 237 f.

P

- Parliament (GB) 68, 71 f.
 Partnerschaften 225
 Passives 24, (3/4) 171 f., (5/6) 183
 Past continuous/progressive 17,
 (3/4) 174, (5/6) 188 f.
 Past perfect 20
 Past simple 16 f., (1/2) 159 f.,
 (3/4) 174 f., (5/6) 188 f.
 Phrasal Verbs (OB) 210 ff.
 Pie and Mash Shops 275
 Pilgrim Fathers 86 f.
 Plaid Cymru 69
 Poesiealbum 41 ff.
 Politische Parteien 69 ff., 263 f.
 Politisches System (GB) 66 f.,
 (USA) 89 f., (AUS) 116 ff.,
 (NZ) 123 f.
 Posh 147
 Postal codes 126 f.
 Post office 271
 Preferred words (OB) 209 f.
 Prepositions 145, (1/2) 164
 Present continuous/progressive 15,
 (1/2) 156 f.
 Present perfect 17 f., (1/2) 160 f.,
 (3/4) 175, (5/6) 188
 Present perfect continuous 18
 Present simple 14 f., (1/2) 157 f.
 Presse 68 f., 73

- Pronouns 153 f., (1/2) 156,
 (3/4) 169 ff.
 Proverbs (s. Sprichwörter)
 Prüfungsfertigkeiten 192 ff.
 Pubs 80, 152, 243, 272, 276 f.
 Puzzles 26 ff., (4–6) 39, (1/2) 164

Q

- Queen Victoria 74 f.
 Question forms (s. Fragen)
 Question tags (3/4) 172 f.,
 (5/6) 183 f.
 Quiz (3–6) 27 ff., 53 f., 109

R

- Rätsel 18 ff., 52 ff., (5/6) 180 f.
 Rechtssystem 77
 Reflexives 25
 Reime 41 ff., 47 f.
 Relative clauses 24
 Reported speech 25, (5/6) 186 f.
 Republican Party 89 f., 105
 Republic of Ireland 72 f.
 Royal Family 73 ff., 116 f.

S

- “Salad bowl” 91 ff.
 Santa Claus 51
 School of the Air 127 f.
 Schottland 69, 75 ff., 80 ff.
 Schulerminologie 224 f., 265 ff.
 Schwarze, sprachliche Korrektheit
 92, 150 f.
 Scottish National Party 69, 81
 Secret Service 69
 Shopping (s. Einkaufen)
 Simple past (s. Past simple)
 Simple present (s. Present simple)
 Single European Act 71
 Sinn Fein 69 f.
 Sklaverei 88 f.
 Smithsonian Institute 110 f.
 Snooker 81 ff.
 Social Democratic Party 69 f.
 Speisennamen 256 ff.

Spiele 26 ff., 52 ff., 81 ff.
 Sprache 75 f., 87 f., 107 ff., 131 ff.,
 141 ff.
 Sprachspiele 26 ff.
 Sprechübung 31
 Sprichwörter 45 f.
 Staatsbürgerschaft 264 f.
 States (USA) 94 ff., 97 ff., 101,
 (AUS) 117
 St. Brendan 104
 Straßenmärkte 276 f.
 Summarising (OB) 193 ff.
 Sunbelt (USA) 99
 Synonyms (1/2) 176, (OB) 196 ff.

T

Telefonieren 273
 Textaufgaben (1/2) 165 ff.,
 (5/6) 178 ff., 190 ff., (OB) 200 ff.
 Textinhalte abfragen 28
 Textzusammenfassungen (OB)
 193 ff.
 Tierpuzzle 39
 Treaty of Waitangi 139 f.
 Tube 275 f.

U

Überschriften erweitern (OB) 192 f.
 Ulster Unionists 69, 72
 Umweltbewußtsein 241
 Uncle Sam 111 f.

V

Verb + infinitive (OB) 220 f.
 Verb + -ing-form
 (OB 10/11) 215 ff., (OB) 220 f.
 Verfassung 67 ff., 87, 92, 123 ff.
 Vespucci, Amerigo 102
 Vietnamkrieg 130
 Vokabelspiele/-übungen 17 ff.,
 (6/7) 32, 34 ff., (4-6), 35 ff.,
 38 ff., 54

W

Wahlsystem (GB) 66 f., (USA) 93 f.,
 (AUS) 117 f.
 Wales 69
 Wallace, William 81
 Weihnachten 49 ff.
 Weihnachtsgeschichte 63 ff.
 Weihnachtsspiel 57 ff.
 "Wh"-Fragen 11 f.
 Whisky, Whiskey 79 ff.
 Wiedervereinigung 262 f.
 Wikinger 104
 Will-future 19
 Wirtschaft 119, 124 f., 259 f.
 Witze 11 ff., 49 f., 130
 Word families (4-6) 37,
 (10/11) 203 f.
 Word fields 35, (4-6) 37, (1/2) 163,
 166 ff., (OB) 200 ff.

X

Xenophobie 129 f., 140, 238 f.

Y

Yankee 111

Z

Zahlenspiel (4-6) 33 f.
 Zeitonen 125
 ZIP code 100
 Zoll 270 f.
 Zungenbrecher 47 f.

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